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ABSTRACT

This final report describes the FOCUS project, which published 5 bulletins featuring reviews of 26 exemplary adult basic and literacy education (ABLE) projects from Pennsylvania and 8 states; undertook a feasibility study that reviewed 41 projects; produced a revised recruitment brochure; and revised a workshop. Next are the following four project products: (1) feasibility reports that focus on the 4 feasibility studies undertaken on assessment (review of 9 projects), recruitment and retention (review of 12 projects), English as a second language (review of 8 projects), and learner-based curriculum resources (review of 12 projects); (2) descriptions of the projects reviewed, suggestions for modifications, and comments regarding their potential use; (3) a brochure that is a revision of one that accompanied the 1991 promotional video; and (4) suggestions for revision of the "Understanding Our Youngest Students" workshop. Appendixes contain: the FOCUS Bulletins and focus forms; training outlines, a resource list, and workshop evaluation form; adolescent development handouts; curriculum-based assessment handouts; instructional strategies handouts; and Barnes & Noble Web site resources. (YLB)

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# FOCUS: Sharing Successful Projects

final report
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FY 1998-1999
#99-99-9009 $29,325
Sherry Royce, Project Director
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# FOCUS: Sharing Successful Projects

A 353 Special Demonstration Project

**Grant #: 99-99-9009**

PROJECT DIRECTOR: Dr. Sherry Royce
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PROJECT YEAR: July 1, 1998-June 30, 1999

The activity which is the subject of this report was supported in part by the US Department of Education. However, the opionions expressed herein do not necessarily reflect the position or policy of the US Department of Education or the Pennsylvania Department of Education, and no offficial endoresement by these agencies should be inferred.

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**ABSTRACT** **Project #: 99-99-9009**


| | |
|---|---|
| GRANT RECIPIENT | Dr. Sherry Royce |
| ADDRESS: | Royce & Royce, Inc. |
| | 1938 Crooked Oak Drive, Lancaster, PA 17601 |
| | Tel: 717-569-1663 |
| PROGRAM NAME: | FOCUS: Sharing Successful Projects |
| GRANT ALLOCATION: | $29,325 |
| PROJECT PERIOD: | July 1, 1998 to June 30, 1999 |



PROJECT PURPOSE:

*FOCUS: Sharing Successful Projects* will publish five bulletins featuring reviews of exemplary special projects and products produced by Adult Basic and Literacy Education (ABLE) practitioners in Pennsylvania and other states. Topic areas are Program Improvement, Workplace Literacy, Special Populations, Professional Development, and Learner Resources. A Feasibility Study will be undertaken to determine which validated special projects/products should be considered for revision.

PROJECT OUTCOMES:

Twenty-six special projects from Pennsylvania and eight states were selected as exemplary and featured in five Focus Bulletins. Topics covered were Program Improvement, Workplace Literacy, Special Populations, Professional Development, and Learner Resources. The Feasibility Study reviewed 41 exemplary special projects in the areas of assessment, recuitment and retention, ESL curriculum, and learner resources and reported on the feasibility of revising them. It produced a revised recruitment flyer for WIA providers and Family Literacy agencies to compliment the "Literacy and You recruitment video and in-depth suggestions for the revision of the "Understanding our Youngest Students" workshop.

TARGET AUDIENCE:

Focus provides information on exemplary ABLE projects, products, and practices to ABLE administrators, practitioners, and regional staff development coordinators. Pennsylvania legislators, national and regional ABLE clearinghouses and state departments of education receive Focus Bulletins. Focus Bulletins are posted via electronic media increasing the nation's awareness of the scope, quality, and effectiveness of Pennsylvania's ABLE programs.

IMPACT:

Response to Focus Bulletins in Pennsylvania and throughout the nation has remained constant and an approval rating of 2.84 or 14.2 out of a possible 15 points. This is consistent with Focus' approval ratings for the past 15 years. Local project directors reported 314 requests for projects featured in Focus Bulletins and an additional 74 inquiries were made to AdvancE and the Western Pennsylvania Adult Education Clearinghouse.

PRODUCTS DEVELOPED:

A Final Report, 2400 copies of five Focus Bulletins, four Feasibility Reports, and two project revisions were produced.

PRODUCTS AVAILABLE FROM:

The products are available from AdvancE, Pennsyvlania Department of Education, Floor 11, 333 Market Street, Harrisburg, PA 17126-0333.

PROJECT CONTINUATION and FUTURE IMPLICATION:

Focus 2000 will publish five bulletins featuring reviews of exemplary projects and products produced by Adult Basic and Literacy Education (ABLE) practitioners in Pennsylvania and other states. Topics to be covered include Professional Development, Program Improvement, English as a Second Language, Family Literacy, and Workplace Preparation. Focus will add Workforce Investment Act (WIA) partners to its mailing list and upload summaries of exemplary ongoing Pennsylvania projects to ABLEsite.

COMMENTS:

Now in its 15st year as a homebound professional development vehicle for Pennsylvania's teachers, trainers, and administrators, Focus has expanded it sphere within the past five years. It now brings the best adult basic and literacy education special projects in the nation to the attention of literacy providers not only in Pennsylvania but in state departments of education, regional and national clearinghouses and universities throughout the nation. Next year, it will expand its dissemination to WIA agencies and provide in-depth information about Pennsylvania's exemplary, ongoing special projects by uploading their stories, resources, and final reports to the net.

# FOCUS: Sharing Successful Projects

## INTRODUCTION

Since the inception of federally-funded ABE special projects in FY 1975-76, Pennsylvania has produced over 1,200 special demonstration and staff development projects. As the number of Pennsylvania's projects increased, it became necessary to develop a process to review and evaluate each year's products so that exemplary projects could be identified and adapted by other Pennsylvania programs. For 15 of the past 23 years, the Bureau of ABLE has funded Focus to conduct the review and evaluation of its special projects. To date, Focus has identified 208 outstanding projects and cited 67 projects as honorable mentions and products relevant for ABLE learners and practitioners.

For the past three years, Focus Bulletins have been published online providing up-to-date information about outstanding ABE, General Equivalency Development (GED), English as a Second Language (ESL), Family Literacy, Homeless, and Workforce projects to an international arena. To my knowledge, Pennsylvania's Focus Bulletin is unique in this timely review of ABLE special projects, products, and practices and as such has provided a valuable service to all adult education practitioners.

This year, 21 special projects from Pennsylvania and the nation were selected as exemplary based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report. Along with five additional projects accorded an Honorable Mention, these projects were highlighted in five Focus Bulletins addressing the areas of Program Improvement, Workplace Literacy, Special Populations, Professional Development, and Learner Resources (See Appendix A).

In FY 1996, Focus began a review of all exemplary projects to determine which projects were still significant, which needed no revision, and which needed to be updated, repackaged, and/or combined. The FY1998-99 Focus Feasibility Study addressed the viability of undertaking a revision of significant projects in the areas of Assessment, Recruitment and Retention, English as a Second Language (ESL), and Learner Resources. It also began the process by producing suggestions for the revision of the training workshop, "Understanding Our Youngest Students," originally developed by Carol Molek and Helen Guisler at TIU Adult Education and Job Training Center, and providing two new brochures for the video "Literacy and You: Word of Mouth Recruitment Project." originally developed by Monica Matthews and Paula Geiman of MidState Literacy Council.

Project director, Sherry Royce, holds an Ed.D. in Adult Education from Teachers College, Columbia University. She has been involved in Pennsylvania adult education since 1967 as an ABLE program and project director and has directed 57 special projects, including the FY1984-98 Focus projects. She also served as a member of the USDOE's Adult Education and Lifelong Learning (ADELL) Clearinghouse that conducted a national evaluation of special projects.

Jamie Preston of the Mayor's Commission on Literacy was added to Focus panel this year. Other panel members include Joan Leopold, Chris Kemp, Carol Molek, Jeff Woodyard, and Rachel Zilcosky who have previously served in this capacity. In addition to producing exemplary special projects, panel members' expertise includes program administration, professional development; literacy, ABE/GED and workplace instruction, and service to special populations such as learning disabled, seniors and institutionalized adults. The Feasibility Studies were undertaken by Michael and Ilsa Powell Diller, Lori Forlizzi, Peggy Grumm, Carol Goertzel, and Barbara Van Horn. Michael Diller is a practicing psychologist; while other members of the Feasibility team have credentials as ABLE program and special project directors, researchers, curriculum developers, and professional development trainers.

As a homebound staff development vehicle, Focus provides members of the Pennsylvania Department of Education (PDE) Bureau of Adult Basic and Literacy Education (ABLE), local programs, and Professional Development Centers (PDCs) with information about outstanding practices that can be replicated to meet their needs. In FY1998-99, five Focus Bulletins were distributed to over 2000 practitioners in all ABLE-funded ABE/ESL/GED and Act 143 Literacy programs as well as the ABLE state task force, the 353 review committee, and 353 project directors. Bulletins were also sent to all legislators in the Commonwealth as well as state departments of education, state, regional and national adult education clearinghouses, and to out-of-state practitioners whose projects were featured in Focus. Additional copies were distributed to the AdvancE Clearinghouse, the Western Adult Education Literacy Resource Center, and all Pennsylvania PDCs. In addition, Focus Bulletins have been uploaded to Pennsylvania's internet ABLESite, thus increasing the nation's awareness of the scope, quality and effectiveness of Pennsylvania's ABLE programs

Five copies of this final report were provided to the Bureau of ABLE. This report is available from Clearinghouse AdvancE, Pennsylvania Department of Education, 11th Floor, 333 Market Street, Harrisburg, PA 17126-0333. Phone from Pennsylvania: 800-992-2283. Out of State telephone: 717-783-9192. Fax: 717-783-5420.

# BODY OF THE REPORT

## PROJECT GOALS

The initial goal of *FOCUS: Sharing Successful Projects* was to prepare and publish a newsletter whose purpose is the effective and statewide dissemination of current exemplary Section 353 special demonstration projects. A secondary goal was to conduct a Feasibility Study in order to recommend which validated special projects/products should be considered for revision. In support of these goals, this project stipulated the following objectives.

## OBJECTIVES

1. Identify and review recent special projects from ABLE practitioners in Pennsylvania and other states and feature exemplary projects in five Focus Bulletins.
2. Update the PDC's database of significant special projects.
3. Conduct a Feasibility Study of validated special projects.
4. Evaluate Focus Bulletins via reader surveys, Clearinghouse and local project director records of requests for projects featured in Focus.

## PROCEDURES

### A. Selection and Evaluation of Current Exemplary Projects

The following procedures were employed to identify and evaluate current exemplary projects and to highlight them in five issues of Focus.

The project coordinator reviewed Pennsylvania's FY1997-1998 special projects and classified them in appropriate categories. She contacted ABLE state directors, regional and national ABLE clearinghouses, and asked them to submit recommendations of their states' exemplary projects relevant to the topic areas to be covered in the 1999 Focus Bulletins. Both Pennsylvania and out-of-state special projects were obtained and sent to the Focus panel for review.

An evaluation session took place at PDE on January 6, 1999. Panel members used Pennsylvania's evaluation worksheets to screen, identify, rate, and determine the best usage for projects they deemed exemplary (See Appendix B). During the morning session, teams that had read the same projects discussed and agreed upon their selections for outstanding projects and honorary mentions in their assigned categories. In the afternoon, each group presented their selections for exemplary programs to the FOCUS panel.

## B. Preparation and Dissemination of the Publications

The Focus editor reviewed the Focus Panel's comments and examined each recommended project. Five Focus Bulletins were prepared. Each issue had a theme (i.e. Learner Resources) and featured articles describing exemplary projects related to that theme. Each article identified components of the project, detailed results and/or products, recommended how the project or products might best be used, and provided ratings as to the project's effectiveness, innovation, adaptability and final report. Focus was prepared copy-ready in the Royce & Royce office using a template provided by Project Axis. Each issue was reviewed, "tweaked," and illustrations added by Axis editor, Tana Reiff, before being sent to the publisher. Table I lists the articles in the 1999 Focus Bulletins.

Between January and May 1999, five Focus Bulletins were mailed to administrators and staff of all PDE Bureau of ABLE programs and special projects; ABLE special task forces and the Pennsylvania Department of Labor Single Point of Contact (SPOC) agencies. Focus Bulletins were sent to members of post-secondary educational institutions, public housing authorities, and community-based organizations dealing with ABLE clients. Focus Bulletins were disseminated to state and national ABLE clearinghouses and all State Department of Education (SDE) Adult Basic Education directors as well as all state legislators, public libraries and adult education advocates in the Commonwealth. Focus Bulletins were also uploaded to Pennsylvania's ABLENET website.

**TABLE I: 1999 FOCUS BULLETINS**

| **JANUARY** | **PROGRAM IMPROVEMENT** |
|---|---|
| Success Stories | Royce & Royce |
| Inquiry & Action | VA Adult Education & Literacy Center, VCU |
| Introducing Family Ltieracy to Adult Learners Online Course | CA State Development Institute and OTAN |
| EQUIP | FL Adult and Community Education, FAU |
| Adult Ed Resource Guide & Training Standards | NYSED, Adult, Family & Alternative Ed |
| **FEBRUARY** | **WORKPLACE** |
| Welfare to Work: A Comprehensive Program for Literacy Providers | Adult Literacy Dept., Northampton CC |

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## TABLE I: 1999 FOCUS BULLETINS continued

| | |
|---|---|
| Adult Education School to Work | Northwest Tri-County IU 5 |
| Adult Educator in the Workplace: A School-To-Work Initiative | Central Susquehanna IU Adult Education |
| Jail to Job, Phase II | Erie Adult Learning Center |
| Preparing Adult Practitioners for a Work-First Instruction Model Necessitated by Welfare Reform | Center for Literacy |
| **MARCH** | **TRAINING** |
| 1998 Adult Competencies Resource Guide | PSU Institute for the Study of Adult Literacy |
| Family Literacy Resource Notebook | Ohio Literacy Resource Center, Kent State U |
| ESL Starter Kit | Adult Education Centers for Professional Development, VCU |
| California's Latino Adult Education Services - Online | CA State U Institute and Hacienda La Puente USD |
| New American's Online Homeowner's Project | Adult Literacy Resource Institute, MA |
| Building Communities for Learning: Strategies for Community-Based Planning | PA Coalition for Adult Literacy |
| **APRIL** | **PROFESSIONAL DEVELOPMENT** |
| Assessment and Case Management Training Modules for ABLE Practitioners | TIU Adult Education and Job Training Center |
| QPD: Quality Professional Development | Florida Community College at Jacksonville |
| Cooperative Learning Module | Northwest Regional Literacy Center Training Module |
| Baseline Instructor Training: Making the Connection: Learners in Community | Adult Education Centers for Professional Development, VCU |
| **MAY** | **SPECIAL POPULATIONS** |
| Nuts & Bolts Retention Project | Southwest Regional ABLE Resource Center, Dayton, OH |
| Everyday People, Everyday Law | Action for Boston Community Development |
| Promoting Student Retention through Support Groups | Carlisle Area OIC, Inc. |
| Resource Guide for Student Recruitment and Retention | Leon County Schools Adult and Community Education |
| Earning a High School Diploma With or Without a GED | Cumberland Valley School District High School Diploma Program for Adults. |

## C. THE FEASIBILITY STUDY

The FY 1996 and 1997 Focus review of exemplary projects validated 129 projects in the areas of Assessment Counseling, Curriculum, ESL, Family Literacy, Learner Resources, Program Improvement, Recruitment, Retention, Special Populations, Staff Development, and Workplace Literacy that were still significant. Of the 59 candidates recommended for examination and revision, the FY1998-99 Focus Feasibility Study examined 41 projects in the areas of Assessment, Recruitment and Retention, English as a Second Language (ESL), and Learner Resources. Among the questions considered were:

1) Which validated special projects/products should be discarded?
2) Which validated special projects/products are still current and immediately usable?
3) Which validated special projects/products should be revised and in what format?
4) Who is the potential audience for the project/product?
5) How should the project/product be disseminated?
6) Which projects address state priorities?
7) Which projects address areas where modules have been developed?)
8) Who is expert enough in the topic area to do the revision?

A listing of the materials reviewed in the four Feasibility Studies appears below followed by the conclusions drawn for future actions within the sphere of this project. The project by project comments and conclusions are presented in accompanying booklet, "Feasibility Reports."

### The Assessment Study

The following nine Assessment projects were reviewed by Lori Forlizzi: Project Drop In (1992); Prescribing Desk Reference (1995); Extending the Ladder: From CASAS to Work Keys Assessments (1997); Curriculum Update: An Adult Basic Education Curriculum (1990); Alternative Assessment Measures in Adult Basic Education Programs (1991); Learner-Centered Alternative Assessment of Student Progress (1994); Portfolio Assessment (1995); Modified Assessment for Adult Readers (1994); and Meeting the Needs of the Low-level Reader (1992).

### The Recruitment and Retention Study

The following 12 Recruitment and Retention projects were reviewed by Barbara Van Horn: Understanding Our Youngest Students (1994), Retaining the Learning Disabled Adult (1995), Improving Retention in Adult Basic Education and Recommended Strategies for Effective Instructional and Counseling Interventions (1991), Assessment for Adult Readers (1994); Moving the Worker into the Classroom (1991); Meeting the Needs of the Low-level Reader (1992), Project Enactment (1990), Literacy and You: Word of Mouth Recruitment Project (1991), Literacy Awareness Through Improvisation (1994), National Education Goal #5: Marketing the Goal, (1995), ABE Speaker's Bureau (1989), Yearbook: Writing, Recruitment, Recognition (1992), and Building A Citywide Network: Cross Training (1996).

### The English as a Second Language Study

The following eight ESL projects were reviewed by Carol Goertzel: ELM Branches Out: An Integrated Language and Life Skill Competency-Based Curriculum (1993); What Does That Mean? An Introduction to American Idioms (1993); ESL: Reading in a Skills Curriculum (1990); Bridging the Gap: A Transitional Program from ESL to ABE (1990); ESL Online Action Research (1996); The Exploring Culture Manual (1993), and An Adult ESL Curriculum (1994), and On Speaking Terms (1994).

### The Learner-Based Curriculum Study

The following 12 learner-based curriculum projects were reviewed by Carol Goertzel: Teams Need Training (1995), Obtaining and Retaining Employment: Skill Development (1990); Learning for Earning (1990); Silent No More: A Multicultural Approach to Recent American History (1992); Adult Literacy Student-Driven Support Network (1989-91); Coping and Learning (1989); Student Legal Issues (1993); Health Promotion for Adult Literacy Students: Women's Health and Child Safety Guides (1994); Math Employment: A Math Curriculum for Word Problem Solving (1990); Study Skills for Single Parents (1992); Exploring New Territory: Activities and Resources for Geography Instruction (1993); and Sharing Literacy Models: Deaf Adults, Deaf Children and their Families (1994).

By the time the Feasibility Studies were completed in December 1998, it became apparent that changes in funding from the Adult Education Act to the Workforce Improvement Act would severly limit the monies available for Professional Development. Plans to revise and republish even

the best of our "local" products would have to be placed on hold. Pennsylvania's Assessment component was now strong thanks to the Assessment training modules produced and disseminated over the past three years. Learner-based and ESL curriculum revisions required extensive time and expensive publication costs. Therefore, it was decided to expend the remaining effort in FY1998-99 on two projects related to Recruitment and Retention.

## "LITERACY AND YOU" REVISITED

Realizing that for the first time since the early 1980s, ABLE providers were once again in the position of having to "sell" adult education to stakeholders in control of both funding and referrals, we decided to revisit a promotional video and brochure developed by the Mid-State Literacy Council in 1991.

The "Literacy and You" project developed a professional quality 15-minute video and reference guide designed to acquaint human service professionals with the information needed to identify adults needing literacy services and make appropriate referrals. The video and guide were origianlly used to train 48 human service professionals from 24 agencies. Upon inquiry to the Penn State professions who taped the original video, it was estimated that the cost of replacing just the closing "tag-line" to address Family Literacy and/or CareerLink providers would be less that $400.

The original brochure was modified and two alternative brochures were produced for 1) social service agencies and institutions with clients who could benefit from family literacy services and 2) for WIA agencies and CareerLink Centers with clients who could benefit from improving their academic and employability skills. (See Feasibility Reports Booklet for copies of Brochures).

## UPDATING THE "UNDERSTANDING OUR YOUNGEST STUDENTS" WORKSHOP

The second project to be undertaken addressed an area of adult basic education where retention is a major problem — at-risk youth. The original project, "Understanding Our Youngest Students," was produced in 1994 by the TIU Adult Education and Job Training Center. Five workshops were designed to provide adult education instructors with the knowledge, skills, and instructional strategies to work successfully with late adolescents. Detailed descriptions of each workshop, a list of resources that address the topic covered, and handouts were provided in the 1994 Final Report. Topic areas included understanding developmental tasks and needs; curriculum-based assessment; learning strategies for late adolescents; dealing with discipline problems, and a discussion of case studies.

The 1999 revision (See the "Understanding Our Youngest Students" Booklet), provides a rationale for the changes made, a resource list addressed to each content area developed, an outline and workshop descriptions for the following three workshops: 1) Adolescent Development: Working with At-Risk Youth in the Adult Basic Education Classroom; 2) Curriculum-Based Assessment and Instructional Strategies, and 3) Applied Experiences. Project developers for the revision, Michael and Ilsa Diller, suggest that a statewide needs assessment of the adolescent population in ABLE classes be taken before these workshops are developed into a flexibile program that can adequately address the wide variety of needs specific to this population. Additional materials suggested for inclusion are issues of cultural diversity, learning disabilities, and socioeconomic factors. The introduction of a technology component is also suggested.

## OBJECTIVES MET

1. Identify and review recent special projects from ABLE practitioners in Pennsylvania and other states and feature exemplary projects in five Focus Bulletins. **Completed satisfactorily.**

2. Update the PDC's database of significant special projects. **Completed satisfactorily**

3. Conduct a Feasibility Study of validated special projects. **Completed satisfactorily**

4. Evaluate Focus Bulletins via reader surveys, Clearinghouse and local project director records of requests for projects featured in Focus. **Completed satisfactorily**

## NEGATIVE RESULTS

All objectives were completed satisfactorily. There were no negative results from this project.

## PROJECT EVALUATION

### *THE READER SURVEY*

The May issue of FOCUS contained a Reader Survey. The survey netted about a 4% return with 48% of those responding coming from Pennsylvania and the remainder from the states of California, Colorado, Connecticut, Florida, Illinois, Kentucky, Massachusetts, New York, Tennessee, Texas, and West Virginia. Readers showed a wide diversity in their positions and responsibilities.

### A. READER STATISTICS

Forty-eight percent of respondents stated they were administrators or project directors. Some 23% were instructors and 2% counselors, which represents the highest response from practitioners since this survey was initiated in 1984. Another 34% listed training curriculum development, or

professional development among their duties. The 7% over 100% in this category is reflective of the multiple duties assumed by adult educators. The largest number of respondents., 26% came from local educational agencies while, for the first time, the colleges, universities and community colleges represented 23% equaling readership from both community-based organizations at 14% and literacy councils at 9%. The 28% listed as Other came from state education agencies, state libraries, and state and regional adult literacy resource centers indicating a high interest in Focus among those responsible for staff development in other states. Over half of all respondents identified state funding as a major resource; 21% listed ACT 143 funds, and 19% cited ABE/GED monies. Five percent of readers reported receiving funding from the private sector; 7% from labor, 7% from welfare, while 23% of respondents listed direct federal funding as a source of income.

## B. READER INTERESTS

As in previous years, when readers were asked to rate the five FOCUS issues as to the topics that were most interesting and useful to them they chose program improvement closely followed by professional development. Separated from these clear favorites and from each other by 10 points apiece were learner resources, workforce literacy and special populations. Comments such as "All the issues were excellent." indicate some degree of interest in all areas.

## C. FOCUS EFFECTIVENESS RATING

A four point rating scale was used to evaluate the FOCUS Bulletins with 0 as the lowest possible rating and three as the highest. A comparison of the FOCUS 1999 ratings with previous FOCUS evaluations shows consistency over time. Out of a possible 15 points in five areas, FOCUS 1999 received an average score of 14.21 or a 95% percent favorable rating, the highest ever received.

**TABLE II: FOCUS RATINGS 1984-1999**

| CHARACTERISTICS | 1999 | 1998 | 1997 | 1996 | 1994 | 1992 | 1990 | 1988 |
|---|---|---|---|---|---|---|---|---|
| **Understandable** | 2.9 | 2.8 | 2.8 | 2.8 | 2.6 | 2.7 | 2.7 | 2.7 |
| **Organized** | 2.9 | 2.9 | 2.9 | 2.8 | 2.7 | 2.6 | 2.7 | 2.7 |
| **Informative** | 2.9 | 2.8 | 2.8 | 2.9 | 2.7 | 2.8 | 2.9 | 2.7 |
| **Interesting** | 2.7 | 2.7 | 2.7 | 2.7 | 2.7 | 2.6 | 2.7 | 2.6 |
| **Useful** | 2.8 | 2.6 | 2.6 | 2.6 | 2.5 | 2.6 | 2.7 | 2.6 |
| **TOTAL** | **2.84** | **2.79** | **2.79** | **2.76** | **2.64** | **2.66** | **2.74** | **2.66** |

## READER COMMENTS

The following comments by FOCUS readers provide a rough idea of the various reasons FOCUS has remained valuable to ABLE practitioners for 15 years.

"This is an excellent publication, high quality, good resources. Thanks. " **SED Administrator , Ohio**

"I have personally not requested information from another program but sometimes just the idea of a project sparks an idea in me. I also try to share information about specific projects with other teachers. " **LEA teacher, Connecticut**

"I will send you information about two new adult education programs KET is producing. **Bill Wilson, Pres. KET**

I request a great many projects directly from the developer. Don't know how many this year." **Administrator CETE, OSU**

"I am interested in assessment for ESL learners and Project EQuAL." **Teacher, Pennsylvania**

"Well-designed and informative" Housing Administrator, Pennsylvania

"I am interested in articles that focus on adult refugees as well as welfare to work information. I enjoy receiving Focus, " **Social Service Agency Teacher, Pennsylvania**

"We look forward to receiving FOCUS. It is shared with other staff," **LEA Administrator, Florida**

"I especially enjoyed reading the information in the May issue about the Cumberland Valley High School Diploma Program modeled on the Adult Performance Level (APL) program. It's really great to know that some of the seeds we plants in the mid-70s are still bearing fruit." **Elaine Shelton, former APL researcher and currently LEA Administrator, Texas**

"I enjoy the publication and share it with staff." **LEA Administrator, Connecticut**

"I am leaving my current position – would you please change my address. I'd like to keep getting Focus." **CBO teacher, Pennsylvania**

"All issues as top notch! I find something useful in every issue and then usually end up passing on information to others not in adult education. Thank you. "**Independent Training Consultant, Pennsylvania**

"Your newsletter has been, and still is, a very ""on-target"" and useful publication for many years! Keep up the good work." **Staff Development, Illinois State AERC**

## *PROJECT DIRECTOR REPORTS AND CLEARINGHOUSE RECORDS*

In publications, as in any product, the real test of effectiveness is: Does it meet the function for which it was intended? In Focus' case, the object is dissemination of promising practices. Local project directors indicated that they had received 314 requests for projects featured in Focus. Between February and June of 1999, AdvancE and the Western PA Adult Literacy Center logged 74 direct requests for projects featured in Focus and distributed an additional 143 of these projects.

## PROJECT DIRECTOR COMMENTS.

The following comments by project directors provide information about some of the consequences of being featured in Focus. Nothing is without flaws and the first comment is a complaint. The project developer and not the state AERC gave us the information we ran with:

> We would have liked to have advance notice about the reviews that followed (The ESL Starter Kit, community-based curriculum) in order to correct the phone number that was published and metion the cost of reproducing these items. **Director, VA Adult Education and Literacy Center.**
>
> "We received many orders for the materials (102) after they were featured in Focus — especially *EQUIP and QPD*." **Director, Florida ACENET**
>
> "We received 30 inquires about the *Jail to Job* project. The questions were very positive and it appeared many education facilities were interested in implementing the program. We sent them the final report. We are in contention for the U.S. Secretary's Award for Outstanding Literacy and Adult Education Program. We sent the Focus write up to them." **Administrator, Erie Adult Learning Center**
>
> "We sent our *Even Start Workforce Development Strategies* materials to all who asked. We wrote about it (the Focus feature) in the prior success sections of our ABLE and Even Start applications and used it for recognition within our school district. **Administrator, Family Literacy Program, Ohio.**
>
> Ten inquiries about *Preparing Adult Practitioners for a "Work First" Instruction Model Necessitated by Welfare Reform* came from other states. This demonstrated to me that the project and its goals had importance to programs all over the United States. **Project Director, Pennsylvania**
>
> I was overwhelmed with phone calls, letters, and e-mail about *Welfare to Work: A Comprehensive Program for Literacy Providers*. We spoke to people in Florida, Oregon, North Carolina, Ohio, Washington state and California. **Manny Gonzalez, Pennsylvania**

## DISSEMINATION OF THE PROJECT

After 15 years of publication, Focus remains a viable instrument for the dissemination of information about promising practices in the field of adult literacy and basic education. ABLE practitioners in Pennsylvania and throughout the nation look for the "bright yellow" bulletin, copy its recommendations in their newsletters, share it with colleagues, and ask to be kept on the mailing list. Focus Bulletins have been aired on the internet thanks to the Bureau of ABLE's web page. In FY 1999-2000, we look forward to adding WIA agencies and Pennsylvania CareerLink Center providers to our list of readers and to posting information to ABLEsite about Pennsylvania's ongoing, exemplary special projects.

# APPENDIX A

# FOCUS BULLETINS

BUREAU OF ADULT BASIC & LITERACY EDUCATION
able
PENNSYLVANIA DEPARTMENT OF EDUCATION
Special Project

This Issue:
PROGRAM IMPROVEMENT

# FOCUS

JANUARY 1999 VOLUME 13, NUMBER 1

**Featured Projects:** Success Stories: Partners for Progress—p.1 • Delaware's Inquiry & Action—p.2 Florida's EQUIP —p.3 • California's Online Resources—p.3 • New York's Adult Education Resource Guide and Training Standards—p.4

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

***INNOVATION:***
- Addresses major priorities.
- Creative use of resources.

***EFFECTIVENESS:***
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

***ADAPTABILITY:***
- Reports and/or curricula are clearly written.
- Little staff training is needed.

***FINAL REPORT:***
- Complete description of all products included.
- Readable, well-organized and well-presented.

***ON A FIVE-POINT SCALE:***
**5** / Excellent • **4** / Superior • **3** / Good

***PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:***
- AdvancE
  Pennsylvania Dept. of Education
  333 Market St. 11th Fl.
  Harrisburg, PA 17126-0333
  Phone (from PA): (800) 992-2283
  Out of state: (717) 783-9192
  Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

**Sherry Royce**
*Focus Editor*

**Tana Reiff**
*Focus Format*

# Success Stories: Partners for Progress

**Date:** 1998
**Agency:** Royce & Royce, Inc., Focus Publications, 1938 Crooked Oak Dr., Lancaster, PA 17601
**Contact:** Dr. Sherry Royce **Phone**: 717-569-1663
**E-mail:** sjroyce@redrose.net
**Web:** www.cas.psu.edu/docs/pde/able/ablesite.pubs.html

## DESCRIPTION OF PRODUCT

Ever since 1978, Pennsylvania has honored 10 exemplary Adult Basic Literacy Education (ABLE) students through the Success Stories project. At the Legislative Luncheon which opens Pennsylvania's annual Midwinter Conference, state legislators present their constituents with certificates honoring their achievements. A booklet describing award winners' life histories and accomplishments is also published as a component of this project.

To celebrate Success Stories' 20th anniversary, project staff identified eight individuals who had been named outstanding adult students in previous years. The 20th Anniversary Booklet records their achievements after leaving Pennsylvania's adult programs, as well as the stories of the 1998 award winners.

## PAST PROMISE FULFILLED

Interviews conducted with previous exemplary students yielded the following data. Past winners enrolled in ABLE programs from 1978 to 1993. Their backgrounds are as diverse as the programs they attended.

- Steven, an orphan with cerebral palsy, attended classes at a community home for adults with physical disabilities.
- Marty, who had to overcome auditory, speech, and learning disabilities, enrolled in a literacy council.
- Bertha, who left school in 7th grade to marry and raise eight children, enrolled in an inner-city learning center while her youngest son was still in diapers.
- Sue, who also left high school to be married, waited 22 years till her sons were in college and her husband was laid off before she entered a rural learning center.
- Rudy attended GED classes as a mandated part of his drug rehabilitation program.
- David, who quit school in 9th grade to go to work, was a successful warehouse produce manager, when he enrolled 14 years later in a GED class at a local university.
- Bonnie, who fled an alcoholic and abusive father, worked odd jobs at night so she could care for her little brother and her daughter while she attended morning classes five days a week in an rural Appalachian school district GED program.
- Khom, who survived a Khmer Rouge refugee camp and a marriage to a man 14 years her senior, enrolled in ESL classes in a two-county adult program despite her husband's protests.

Of this cohort, all except Khom passed the GED test. Seven years after becoming an outstanding student, Khom is still attending class and has passed two of the five GED tests.

These adult learners' success goes far beyond the GED. Five of the remaining eight previous winners graduated from college. Steve, who writes children's books, graduated *cum laude* and Sue received a masters degree in Communication. David, after working for many years as a part-time ABE/GED instructor, is now a social stud-

***Continued on p.2***

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## Inquiry and Action: Implementation Guide for Professional Development Facilitators

**Date:** 1998 **Price:** $12.00
**Agency:** Virginia Adult Education & Literacy Centers, 1015 W. Main St., Oliver Hall 4080, PO Box 842020, Richmond, VA 23284-2020
**Contact:** Megan Hughes **Phone:** 800-237-0178
**E-mail:** mehughes@vcu.edu
**Web:** www.vcu.edu/aelweb

### DESCRIPTION OF PRODUCT

According to *Inquiry and Action*, Professional Development Plans (PDPs) were introduced in Virginia in 1994 as "an opportunity for practitioners to choose intentional and meaningful learning options related to their practice." At that time Cassandra Drennon developed a guide to assist PDP facilitators in the process of training individual practitioners or groups in the process. This 1998 revision, prepared by Susan Erno, incorporates what has been learned in the past four years about implementing a PDP.

### CONTENTS OF GUIDE

The implementation guide contains examples of facilitator approaches to PDP development and examples of real practitioner PDPs and their outcomes. It contains five units and seven appendices. The units feature:

1. Getting started
2. Taking an inquiry stance toward professional development
3. Initiating the process
4. Resources for practitioners
5. Supporting practitioners and sharing learning

Unit 1 provide answers to most questions likely to be raised by administrators and practitioners new to the PDP concept. Of particular use for facilitators is a checklist of principles to follow.

Unit 2 provides a model of Virginia's professional development system and states its commitment to a state-supported system of practitioner inquiry. The benefits of inquiry-based staff development are succinctly and powerfully stated. (Pennsylvania's practitioner inquiry program draws on many of the same concepts and assumptions about this type of professional development.)

Unit 3 not only provides the bare bones of the PDP process but fleshes it out with samples, strategies, documentation, and evaluation activities. Also included is a 16-page bulletin highlighting five exemplary practitioner plans ranging from *Music in the ESL Classroom* to *Exceptional Ideas: An Approach to Teaching Mentally Challenged Adults.*

Unit 4 contains Cassie Drennon's article, "Adult Literacy Practitioners as Researchers," that appeared in the July 1994 *ERIC Digest.* There is also a basic description of reflective practice that includes suggestions for application, a discussion of benefits, and a list of references related to the subject.

Unit 5 addresses ways that PDP facilitators can support practitioners and shared learning. These range from informal practitioner "get-togethers" to writing articles, making presentations, and publishing research projects. Virginia actively supports these efforts through its *Progress* newsletter, SOAR (Sharing Outcomes and Recognition) Conference, and Research Network.

### APPENDICES AND BIBLIOGRAPHY

Appendices of interest include Professional Development Plan Forms; Professional Development Plan Workshops and History of Inquiry Based Staff Development in Virginia. The Staff Development Bibliography contains 56 entries of current interest.

### FOCUS RATING

This project was rated Superior+ across the board. It should be of interest to all states, resource centers, and practitioners seeking a comprehensive, standardized approach to professional development planning using the practitioner inquiry process. ✪

**Success Stories,** *from p.1*

ies teacher at one of Pennsylvania's new Charter Schools.

### SUCCESS ON THE JOB

These individuals' success at work rivals their academic accomplishments. Now a businesswoman, Bonnie travels extensively for her company. Rudy supervises four nurses and 12 aides as a charge nurse trusted with the care of 50 residents in a geriatric nursing home. Khom, who was promoted to inspector at her manufacturing plant, has remarried, bought a car and a home, and become a U.S. citizen. Bertha, who began as a volunteer in a Head Start program, now owns and operates two daycare centers and a summer camp as a "safe harbor" for children in her neighborhood.

### COMMITMENT TO LITERACY

A commitment to returning value to the community is typical of past winners. David continues to work part-time in ABE/GED classes and Sue has served as a Pennsylvania delegate to the National Forum on Adult Education and Literacy. Marty, who has been associated with the Laubach Literacy Association since 1986, has been the driving force behind the establishment of a National Adult Literacy Congress and the creation of Pennsylvania's new readers literacy network.

### SUCCESS STORIES PROCESS

The criteria used to select winners as well as the process for nominating and honoring Pennsylvania's exemplary adult students are described in the Final Report. There are also descriptions of the adult programs who sponsored award winners. In addition to the Success Stories booklet, the package contains project evaluation reports and brochures produced as promotional vehicles for outstanding students' local programs.

### FOCUS RATING

This project was rated **Superior+** for Innovation and Effectiveness and **Excellent** for Adaptability and Final Report. Panel members praised the follow-up, the format, the brochures, and the documentation: "A good model for evaluating process." ✪



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## ONLINE RESOURCES

**This year FOCUS has made a commitment to report on exemplary adult basic and literacy education projects available on the Internet. We will give you e-mail addresses and Web sites for our featured projects (as available) and bring you a sampling of the state and regional staff development and adult learner materials you can access via the Web.**

### CALIFORNIA'S OTAN NETWORK TEACHER TRAINING ONLINE (TTO)

TTO is a collaborative effort of the Staff Development Institute, Employment Training Network, Outreach and Technical Assistance Network, and California Distance Learning Project.

## INTRODUCING FAMILY LITERACY TO ADULT LEARNERS ONLINE COURSE

**Agency:** California Staff Development Institute
**Contact:** Staff Development Institute, 9738 Lincoln Village Dr., Sacramento, CA 95827-3399
**Phone:** 916-228-2640 **Fax:** 916-228-2676
**Web:** www2.otan.dni.us/tto/famlit/intro/A.start/start1.html

Teacher Training Online is a professional development teaching system designed to provide self-directed, self-paced instruction via the Internet. The Family Literacy TTO course provides pre- and post-tests, lists goals and objectives, and supplies background examples of family literacy programs and activities, a bibliography, and an appendix.

Course units include Children's Books, Lesson Planning, Model Plans for ESL and ABE audiences, Guided Practice, and Application of Practice. A certificate for course completion from the Staff Development Institute is available for those completing an on-the-job assignment.

### FOCUS COMMENTS

Self-directed, self-paced instruction provides teacher training in current "hot topics." Elements of Software Evaluation and Technology Planning will soon be available. Short sample course pages are still under construction. ○

## EDUCATIONAL QUALITY INDICATOR PROGRAM: (EQUIP)

**Date:** 1998 **Price:** $53.80
**Agency:** Adult & Community Education, JE Hall Center, 30 East Texar Dr., Pensacola, FL 32503
**Contact:** Dr. Tom Rezek **Phone:** 850-469-5516
**Web:** www.fau.edu/divdept/coe/acenet/acenet.htm
**Order from:** Florida ACENET **Phone:** 561-297-2346
**Fax:** 561-297-2345 **E-mail:** cbritt@fau.edu

### DESCRIPTION OF PROJECT

Project EQUIP is comprehensive competency program designed to assist novice as well as experienced adult education administrators, teachers, and volunteers to address the quality of their adult education programs. While expressly addressed to Florida's quality indicators, the structure and format of the EQUIP manual are a useful model for any program. Furthermore, the information provided on technology integration, standardized testing, student portfolios, collaborative recruitment, and staff development should be of interest to all.

### DESCRIPTION OF PRODUCT

The EQUIP Manual has three parts:

1. A Diagnostic and Prescriptive Instrument (DPI) that contains indicators, descriptors, checklists for measuring performance, and a bibliography.
2. Six workbooks that tailor measurements to and suggest resources for Adult Secondary School, Adults with Disabilities, ESL, GED, Vocational Preparation, and Volunteers in Literacy programs.
3. Resources to be used with each indicator in an accompanying Resource Guide.

### CONTENTS OF RESOURCE GUIDE

Resources addressed under the Educational Gains Indicator include standardized tests as well as informal measures such as student portfolios, anecdotal records, journal writing and learning contracts. The section on Recruitment Indicators offers marketing tips in addition to philosophical perspectives on demography and successful recruitment. Summaries of Florida's exemplary 353 projects are keyed to each Indicator.

Several sections are particularly well done. The tutorial on learning styles in the Instruction and Curriculum section cites material from Gordon Lawrence's *People Types and Tiger Stripes*. This exercise can help adult students and adult educators perceive their personality structure and relate their natural bent to motivation patterns and learning styles.

The Program Orientation section includes an article on "Norms of Professional Virtue." This article addresses exemplary practice, a concern for society's values, commitment to the practice as a whole (not merely individual practice), and a sense of caring, takes the issue of staff competence to the level of professional orientation.

### FOCUS RATING

This project was rated **Superior+** for Innovation and Effectiveness and **Superior** for Adaptability. Panel members commended its clear layout and special population workbooks. Review by those working with quality indicators is indicated. ○

**The Focus Professional Development Project is funded not only to review and feature Pennsylvania's outstanding 353 projects in *Focus* Bulletins but to highlight exemplary special projects from other states as well. Areas pertinent to adult education practitioners featured in 1999 *Focus* bulletins are: Program Improvement, Learner Resources, Workplace, Professional Development, and Special Populations.**

**This year 25 projects were selected as exemplary based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report. The criteria used to determine these ratings are listed on page 1 of this Bulletin. The highest rating attainable is 5—Excellent, followed by 4—Superior and 3—Good. Six additional projects with outstanding components or products but less than superior scores in any one category were accorded an Honorable Mention.** ○



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## ADULT EDUCATION RESOURCE GUIDE AND TRAINING STANDARDS

**Date:** 1997

**Agency:** New York State Education Dept., Adult, Family and Alternative Education, 307 Education Bldg., Albany, NY 12234 and the Hudson River Center for Program Development.

**Contact:** Linda Headley-Walker **Phone:** 518-474-5808

**To order:** Call Docu-Center, Inc., 800-431-1711 (shipping & handling cost only)

### DESCRIPTION OF PROJECT

The *Adult Education Resource Guide and Learning Standards* project is founded on the assumption that "real teaching shifts continuously in response to the needs of students as they strive to understand the content and to demonstrate their understanding in a variety of assessment contexts." Its purpose is to accommodate this belief while linking New York's learning standards with curriculum goals and objectives developed by adult education practitioners.

This first Learning Standards package addresses English language arts and mathematics and includes curriculum supplements for ESOL and GED. Future editions will include such topics as workplace knowledge and skills and citizenship preparation.

### THE RESOURCE GUIDE

Each major area in the *Resource Guide* (i.e. Communications) contains:

- General topics (i.e. Reading),
- Adult goals (Reading for Information and Understanding),
- Objectives (Reading to accomplish Specific Tasks), and
- Corresponding examples.

A set of student profiles for each level focuses on entrance needs and expected competencies upon completing the level. There is an annotated bibliography of SED-produced resources and a reference list of useful print materials and Web sites.

### LEARNING EXPERIENCES

*The Collection of Learning Experiences*, a companion piece to the *Guide*, resulted from a 1997 pilot project. Adult educators in New York were encouraged to fill out a standard review form and submit their original best practices. Then, a team of practitioners met at a Peer Review Conference to choose the learning experiences most likely to raise the standards of adult education programming. Among the 20 chosen to be included in this booklet were:

- Sequencing Memory with Acrostics
- Play Writing and Play Reading
- Developing Language Skills Through Improvisation

Each lesson in *The Collection of Learning Experiences* includes a description of the activity, materials, and supplies needed; assessment tools and techniques to be used by learners and teachers; time required for planning, implementation, and assessment; learner activities; and reflection upon the experience.

### PRESENTATION KITS

Three presentation kits are included in the package. Both *The Resource Guide and Learning Standards Kit* and *The Collection of Learning Experiences Kit* include a suggested script, overhead transparencies, handout masters, presentation tips, and an evaluation component. The *Learning Experiences Kit* also contains a brief training outline.

The *Guide to Conducting a Peer Review Session* explains the structured peer review process that was designed by the NYSED in partnership with consultants from the Annenberg Institute of School Reform. Criteria for review and all the forms necessary to conduct a paper review or an interactive presenter review are included.

The Focus panel praised the forms for learning experience and peer review included in the package and noted that the Collection of Learning Experiences is usable by any teacher. Although New York-specific, this is a model that could be modified and adapted by any state.

**The FOCUS panel consists of:**
**Chris Kemp,** ***Western PA Adult Literacy Resource Center;*** **Joan Leopold,** ***Harrisburg State Hospital;*** **Carol Molek,** ***TIU Adult Education and Job Training Center, Lewistown;*** **Jamie Preston,** ***Center for Literacy, Inc., Philadelphia;*** **Jeff Woodyard,** ***Tri-County OIC, Inc., Harrisburg; and*** **Rachel Zilcosky,** ***Greater Pittsburgh Literacy Council.***

FOCUS Bulletins are published five times a year between January and May. To be placed on the mailing list, contact Sherry Royce at the address below or call (717) 569-1663. This publication is operated under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. No endorsement of bulletin contents by PDE or USDOE should be inferred.

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Special Project

This Issue:
WORKPLACE LITERACY

FOCUS Bulletin

FEBRUARY 1999 VOLUME 13, NUMBER 2

**Featured Projects:** Welfare to Work: A Comprehensive Manual for Adult Literacy Providers—p.1 Ohio's Even Start EFF Pilot Project—2 • Adult Education School to Work—p.2–3 • Adult Educator in the Workplace: A School to Work Initiative—p.3 • Jail to Job: Phase II—p.3 • Preparing Adult Practitioners for a "Work-First" Instructional Model Necessitated by Welfare Reform—p.4

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

***INNOVATION:***
- Addresses major priorities.
- Creative use of resources.

***EFFECTIVENESS:***
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

***ADAPTABILITY:***
- Reports and/or curricula are clearly written.
- Little staff training is needed.

***FINAL REPORT:***
- Complete description of all products included.
- Readable, well-organized and well-presented.

***ON A FIVE-POINT SCALE:***
**5** / Excellent • **4** / Superior • **3** / Good

***PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:***
- AdvancE
  Pennsylvania Dept. of Education
  333 Market St. 11th Fl.
  Harrisburg, PA 17126-0333
  Phone (from PA): (800) 992-2283
  Out of state: (717) 783-9192
  Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

**Sherry Royce**
*Focus Editor*

**Tana Reiff**
*Focus Format*

**Pennsylvania Project of Special Note**

# WELFARE TO WORK: A Comprehensive Program for Literacy Providers

**Date:** 1998 PDE #98-8018
**Agency:** Adult Literacy Department, Northampton Community College, 2825 Green Pond Rd., Bethlehem, PA 18020
**Contact:** Dr. Manual Gonzalez **Phone:** 610-861-5427
**E-mail:** mag@pmail.nrhm.cc.pa.us

## DESCRIPTION OF PROJECT

In Pennsylvania, as throughout the nation, ABLE programs have felt the effects of federal welfare reform. Programs with welfare clients have been deeply affected by the mandate: "Move the individual into employment and keep them there!" Those programs without welfare clients have had to deal with changes in available funding and student pool.

ABLE program administrators who are well aware of welfare reform regulations are able to plan proactively, make sense of the changes at federal and state levels, enter into cooperative arrangements with other agencies, and respond flexibly in their program development.

## DESCRIPTION OF PRODUCT

The goal of this project was to produce a comprehensive, practical *Welfare-to-Work Manual* that would enable adult literacy providers to understand welfare reform requirements in relation to educational programming. The 90-page manual is divided into four sections whose purposes are:

**1. To enable adult literacy providers to understand welfare reform.**

Section 1 contains a synopsis of Act 35, Pennsylvania's Welfare Reform Legislation, and a description of the Governor's Human Resource Investment Council, followed by a discussion of federal welfare funding including Temporary Assistance to Needy Families (TANF) and Welfare-to-Work grants.

This brief introduction to welfare reform legislation is fleshed out in the appendix, which contains an outline of Pennsylvania Act 35. The appendix also includes a list of funding sources in the Commonwealth dedicated to adult basic and literacy education as well as other funding streams that *may* be used for this purpose.

**2. To understand how an adult literacy provider can be a significant participant in the welfare reform arena.**

Section 2 contains an inventory that ABLE administrators can use to determine if their programs address requirements determined by welfare changes. Questions address program objectives and content, the role of the caseworker, student attendance and achievement data, and services such as child care and transportation.

The appendix supplements this unit with descriptions of model welfare-to-work programs, a comparison of current educational welfare-to-work programs, and a list of providers.

**3. To assist adult literacy providers to connect with other providers and collaborate their efforts.**

Section 3 defines collaboration in terms of adult education and stipulates criteria for collabo-

***Continued on p.2***

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Ohio Project of Special Note

AN EQUIPPED FOR THE FUTURE FRAMEWORK

# CANTON CITY SCHOOLS EVEN START
## Workforce Development Strategies

**Year:** 1998
**Agency:** Canton City Schools, 618 Second St., NW, Canton, Ohio 44703
**Contact:** Jane J. Meyer **Phone:** 330-588-2148
**EFF Inventory:** Dr. Patricia Long, Malone College

### DESCRIPTION OF PROJECT

In FY 1996-97, Canton City School's Even Start program served 128 families of whom 96% were on welfare (TANF), 2% were employed full time and 4% were employed part-time. The school district's community education department provides career assessment and academic/workforce development education. Community business partners help motivate students, fund incentives and provide shadowing experiences for parents to explore careers. Columbia Mercy Medical Center provides health screening and information and is the host site for the job shadowing experience,

### DESCRIPTION OF PRODUCT

The FY 1997-98 Even Start Manual, entitled *Workforce Development Strategies*, describes the Canton program and details the following information about work-based learning.

Family literacy programs can use work-based learning to teach parenting skills and help parents become more involved in their child's school by arranging for parents to participate in work experiences at the school.

The Canton Even Start program combines work and education into a 30-hour work-based learning site at the elementary school. Parents participate in real work experiences in and around the elementary community.

Possible jobs include publishing a school newspaper, serving as a receptionist in the office, creating take-home learning activity packs, preparing and serving food in the cafeteria, planning a party or special event, assisting in the computer lab, or running a book fair.

While a teacher guides the students and helps them reflect on what they are learning; only students do the work. They plan and organize the job, assign teams, acquire and interpret information, and communicate with others within the class and community,

Work-based learning incorporates real materials such as phone books, calculators, bus schedules, computers and newspapers. Academic skills are taught in context as needed to fulfill their role. Students planning and preparing food need to learn math skills related to preparing a budget and purchasing supplies as well as nutrition and safe food handling.

### EFF STUDENT ASSESSMENT

Students routinely evaluate and assess progress using the Equipped for the Future framework and a system of portfolio assessment. To do so, they must learn to identify clear criteria for work standards before beginning the job. They need to know how to seek and respond to feedback throughout the work experience.

The Final Report contains a description of the EFF assessment and documentation system as well as details of the Development of an Individual Career Plan, a Working Woman Mentoring Program, a Pathfinder Job Shadowing Program, and a Student Competency profile.

### FOCUS RATING

This project was rated EXCELLENT for Innovation, Effectiveness and Final Report and SUPERIOR for Adaptability. Concepts in this project are recommended for all welfare programs. It really supports students from start to finish.

*Welfare to Work, from p.1*

ration, including jointly designed and monitored programs, combined resources, and a joint decision-making process. It sets forth an inventory of traits that help a collaborative effort succeed.

**4. To develop new curriculum models that integrate basic skills with the requirements of welfare reform.**

The manual provides a matrix of entry-level skills needed by workers in the areas of child care, library assistant, clerical/office assistant, nurse assistant, light industrial production, customer service, and food services. This is followed by a sample syllabus, course outline, and student competency checklists for a SPOC medical office assistant training program.

There is also a list of vendors from whom pertinent workforce materials can be obtained. In support of this objective, the appendix provides a current list of personnel and addresses for SPOC programs.

### FOCUS RATING

This project was rated EXCELLENT for Adaptability and Final Report and SUPERIOR for Innovation and Effectiveness. The Focus panel called the manual an excellent source of general information for administrators, teachers, and trainers new to welfare-to-work programs. Although specifically geared to Pennsylvania's legislation and resources, it provides a good model for other states as well.

## ADULT EDUCATION SCHOOL TO WORK

**Date:** 1998 PDE #99-8016
**Agency:** Northwest Tri-County Intermediate Unit, 670 W. 36th St., Erie, PA 16508-2645
**Contact:** Molly Bean **Phone:** 814-866-3105

### DESCRIPTION OF PROJECT

The IU 5 School-to-Work (STW) program, now in its third year of operation, brings a wealth of experience to the activities undertaken and the questions addressed in this project. Beginning with the premise that school-to-work is currently more of a conceptual umbrella than a tangible cur-

riculum, project staff set out to define ABLE's role as a service provider and assume its appropriate place within the continuum of local providers. Toward this end, they:

- documented 17 concepts underlying adult education within a framework of employability and training;
- developed a regional "profile" of adult academic scores of students applying for technical training, which is cross-referenced with Department of Labor-recommended prerequisite levels by occupational group;
- prepared and disseminated a directory of regional adult education program offerings as a resource tool for the Erie area;
- undertook joint sponsorship with the Employer Advisory Council to conduct Erie's 4th Annual Erie Job Fair. Between 4,000 and 5,000 people attended this fair. This is the first time the Job Fair offered information about training as well as about jobs to both job-seekers and employers.

The Focus panel commended the project on the excellent information provided in the Final Report regarding planning and implementing a Job Fair. ✪

## ADULT EDUCATOR IN THE WORKPLACE: A SCHOOL-TO-WORK INITIATIVE

**Date:** 1998 PDE #98-8017
**Agency:** Central Susquehanna Intermediate Unit, P.O. Box 213, Lewisburg, PA 18737
**Contact:** Mike Wilson **Phone:** 717-523-1155, x325
**E-mail:** mwilson@northstar.csiu.k12.pa.us

### DESCRIPTION OF PROJECT

Adult education practitioners involved in school-to-work, job search, and employability skills programs are generally familiar with job shadowing as an awareness vehicle to assist adult students in making intelligent choices about their employment. This project, on the other hand, established job internships in selected industries for part-time adult education practitioners to assist them to develop new insights into the world of work.

The School-To-Work Partnership of Columbia/Montour Counties was the agent for the Educator in the Workplace position. Job slots lasted as long as three weeks or as little as one week. The CSIU Adult Education Department's outreach specialist, curriculum developer, and an instructor were assigned to jobs in plants manufacturing dairy equipment and aluminum doors and windows.

The three participating teachers covered various aspects of the business and completed daily on-the-job logs while the businesses completed evaluation forms. Both are available in the Final Report.

Awareness of workplace competencies and the needs of the business community led to efforts to modify the adult education curriculum by integrating Calculator Math into the classroom, introducing cooperative learning, and setting curriculum material in workplace contexts.

This project also opened avenues of communication for program staff with business and increased adult program contacts with people involved in workforce development. ✪

## JAIL TO JOB, PHASE II

**Date:** 1998 PDE #99-8010
**Agency:** Erie Adult Learning Center, School District of the City of Erie, 2931 Harvard Rd., Erie PA, 16508
**Contact:** Daniel Tempestini **Phone:** 814-871-6656
**E-mail:** dtempestini@eriesd.iu5.org

### DESCRIPTION OF PROJECT

The Erie Adult Learning Center has been the main provider of ABE/GED instruction for inmates of the Erie County Prison for over nine years. In FY 1996-97, the Jail to Job project was launched to address the main cause of recidivism, unemployment after release.

Jail To Job, Phase I focused on issues of anger management, decision making, problem solving, and survival on the job. During that year the project served 53 inmates and scored a 94% employment rate overall after release from prison.

In Phase II, the project added a component on survival techniques in everyday living to encourage inmates to become productive citizens while in prison as well as upon release. In addition to Job Search techniques, the inmates also worked through issues of self-esteem, financial losses, and family concerns.

### DESCRIPTION OF PRODUCT

The Final Report contains an introduction to the project and an outline of the curriculum. The appendix provides lessons and related resources on five topics:

- Evaluating and Relabeling Anger/Aggression
- The Key Role of Mind in Anger
- Monitoring and Correcting Thinking Errors
- Relaxation Techniques for Reducing Anger
- Self-Talk Techniques for Reducing Anger: Think of the Consequences/Think of the Other Person

### FOCUS RATING

This project was rated SUPERIOR for Innovation, SUPERIOR+ for Effectiveness and Adaptability, and EXCELLENT for Final Report. The Jail to Job project, or parts of it, could be adopted/adapted easily by any ABE/GED prison program. ✪

**★★★ Focus on the Nation ★★★**

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**This year 25 projects were selected as exemplary based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report. The criteria used to determine these ratings are listed on page 1 of this Bulletin. The highest rating attainable is 5—Excellent, followed by 4—Superior and 3—Good. Six additional projects with outstanding components or products but less than superior scores in any one category were accorded an Honorable Mention.** ✪

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## PREPARING ADULT PRACTITIONERS FOR A 'WORK-FIRST' INSTRUCTION MODEL NECESSITATED BY WELFARE REFORM

**Date:** 1998 PDE #98-8004
**Agency:** Center for Literacy, Inc. 636 S. 48th St., Philadelphia, PA 19139
**Contact:** Judi Taylor **Phone:** 215-474-1235

### DESCRIPTION OF PROJECT

Forty-seven percent of the Center for Literacy's (CFL's) students in FY 1997-98 were welfare recipients. With the implementation of welfare reform initiatives, it became obvious that basic changes in curriculum, methods and materials would be needed to address participants' job-related goals. However, before new approaches and curriculum could be created or adapted, staff development needed to occur. This project set the following goals:

1. To document the training used to prepare four adult literacy practitioners to adapt workforce literacy curricula and approaches to traditional ABE classes and tutoring sessions.
2. To document four practitioners' successes and challenges as they worked towards adapting workforce literacy curricula and approaches to traditional ABE learning environments.
3. To document the impact of the changed curriculum on ten welfare recipients who completed 50 hours of instruction.

### PROCEDURES

The project set up an action research model whereby four experienced workforce education teachers shared curriculum and approaches with four ABE teachers they mentored weekly. The ABE teachers then tried out the lessons and approaches with their learners. Dialogue journals were used to share information and results, and all project participants met quarterly to discuss their successes and challenges. Learner pre- and post-tests were designed to evaluate teacher effectiveness.

Through this process, the group determined which elements of workforce education could be extrapolated and used in traditional ABE classes to better prepare learners for employment.

### DESCRIPTION OF PRODUCT

A Training Manual was then prepared using the information from the whole group's quarterly sessions, the dialogue journals, session evaluation forms, and learner surveys. The Training Manual is intended to be used as a resource during four one- to two-hour training sessions. It includes suggestions for selecting and matching participants, a statement of training goals and purpose, and a review of literature. Each session is detailed as to goals, time required, preparation, presentation of information, sharing activities, and brainstorming. Corresponding handouts, registration, and evaluation forms are included in the appendix.

### FOCUS RATING

This project was rated EXCELLENT for Innovation, SUPERIOR for Effectiveness and Final Report and GOOD for Adaptability. This well-organized guide for preparing ABE teachers for workforce readiness instruction may be hard to replicate without the depth of experience of the CFL project mentors.

## IU 5: SCHOOL TO WORK PROJECT

**The April 1998 issue of Focus Bulletin featured the second year of Intermediate Unit 5's School-to-Work program, PDE #98-7005. Project Outcomes in 1997 included:**

- **Development of four 60-hour workforce preparation curriculum modules,**
- **Modification of the teaching sequence in vocational classes at the Regional Skill Center**
- **Development of academic profiles, and**
- **Provision of assessment and direct instructional services.**

**Contact: AdvancE at 717-783-9192 for further information on this project.**

**The FOCUS panel consists of:**
**Bootsie Barbour,** Northwest Professional Development Center, Erie; **Carol Goertzel,** Wawa, Inc., Philadelphia; **Joan Leopold,** Harrisburg State Hospital; Carol Molek, TIU Adult Education and Job Training Center, Lewistown; **Jeff Woodyard,** Tri-County OIC, Inc., Harrisburg; and **Rachel Zilcosky,** Greater Pittsburgh Literacy Council.

FOCUS Bulletins are published five times a year between January and May. To be placed on the mailing list, contact Sherry Royce at the address below or call (717) 569-1663. This publication is operated under funding provided through the Pennsylvania Department of Education from the Adult Education Act, Section 353. No endorsement of bulletin contents by PDE or USDOE should be inferred.

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BUREAU OF ADULT BASIC & LITERACY EDUCATION
able
PENNSYLVANIA DEPARTMENT OF EDUCATION
Special Project

This Issue:
SPECIAL POPULATIONS

FOCUS—Midatlantic

MARCH 1999 VOLUME 13, NUMBER 3

**Featured Projects:** 1998 Adult Competencies Resource Guide —p.1 • Ohio's Family Literacy Resource Notebook—2 • Virginia's ESL Starter Kit—2 • California's Latino Adult Education Services Online Modules—p.3 • Massachusetts' New Americans Homeowners Project—p.3 • Building Communities for Learning: Strategies for Community-Based Planning—p.4 • Still Winners—p.4

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

***INNOVATION:***
- Addresses major priorities.
- Creative use of resources.

***EFFECTIVENESS:***
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

***ADAPTABILITY:***
- Reports and/or curricula are clearly written.
- Little staff training is needed.

***FINAL REPORT:***
- Complete description of all products included.
- Readable, well-organized and well-presented.

***ON A FIVE-POINT SCALE:***
5 / Excellent • 4 / Superior • 3 / Good

***PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:***

AdvancE
Pennsylvania Dept. of Education
333 Market St. 11th Fl.
Harrisburg, PA 17126-0333
Phone (from PA): (800) 992-2283
Out of state: (717) 783-9192
Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

**Sherry Royce**
*Focus Editor*

**Tana Reiff**
*Focus Format*

**Pennsylvania Project of Special Note**

# 1998 Adult Competencies Resource Guide

**Date:** 1998 PDE #98-8003
**Agency:** Institute for the Study of Adult Literacy, College of Education (ISAL), The Pennsylvania State University (PSU), 102 Rackley Bldg., University Park, PA 16802-3202
**Contact:** Barbara Van Horn **Phone:** 814-863-3777

## DESCRIPTION OF PROJECT

The *1998 Adult Competencies Resource Guide* is a second-year follow-up to the *Adult Learner Skills Competencies* project developed by PSU's ISAL in 1997. The initial project introduced lists of competencies for native speakers of English at basic (literacy) level, intermediate (ABE) level and advanced (GED) level. Information about the earlier project is listed on page 4 under *Still Winners*.

## DESCRIPTION OF PRODUCT

Resources to address these adult learner competencies, described in the Resource Guide, were selected from those recommended by adult educators who replied to a survey and listserv inquiries. A review of commercially available materials included computer software, videotapes and audiotapes, and a scan of Internet instructional resources. Section 353 products developed since Pennsylvania's *1994 ABLE Curriculum Guide* are also included.

The *1998 Adult Competencies Resource Guide* is arranged by adult context and by learner skill level. As a result, the guide is composed of four main sections, covering materials focusing on family literacy, workplace literacy, community/citizenship, and personal growth. These sections mirror the National Institute for Literacy's *Equipped for the Future* adult roles, although personal growth is incorporated with the family role in their model.

A final review section features resources that are more appropriate for instructors but incorporate materials to be used by learners. Within sections, materials are arranged in order from basic to advanced skill levels with materials that can be used at all levels at the back of each section.

## RESOURCE FORMAT

Each review contains icons and three text boxes. The icons provide information on the level of the material, availability of a teacher's guide, and type(s) of materials. Text Box 1 provides the title, author, a brief description, and copyright date. Text Box 2 gives the user information on the adult learner skill competencies covered in the material and the publisher or developer. Text Box 3 offers a glimpse of the text's appearance and content. Internet sites do not include publisher information or a scanned page.

Resources selected were rated on the following criteria: Goal and Objectives, Validity of Construction, Content of Materials, Objectivity, Components and Organization, and Availability of Teacher Materials.

## FOCUS RATING

This project was rated EXCELLENT for Innovation and SUPERIOR for Adaptability and Final Report. Its format is excellent, making for ease of use by all ABLE programs.

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**Ohio Project of Special Note**

**A STATEWIDE INITIATIVE**

# Family Literacy Resource Notebook

**Year:** 1998
**Agency:** Ohio Literacy Resource Center, Kent State University, PO Box 5190, 414 White Hall, Kent, OH 44242
**Contact:** Connie Sapin **Phone:** 330-672-2007
**E-mail:** olrc@literacy.kent.edu
**Web:** http://literacy.kent.edu

## DESCRIPTION OF PROJECT

In the fall of 1996, Ohio received one of five Even Start Statewide Literacy Initiative national grants. To address this initiative, Ohio established a family Literacy Task Force and created linkages among critical state agencies to identify common resources and connections.

As a subcontract of this initiative, the Ohio Literacy Resource Center (OLRC) developed *The Family Literacy Resource Notebook* to provide information to both family literacy providers and organizations who are interested in learning more about family literacy. Through goal-setting and action plans, participants in the initiative at both state and regional levels helped to determine the areas to be addressed in this Notebook.

## DESCRIPTION OF PRODUCT

This 12-chapter book can be used as a complete reference volume on family literacy or as independent chapters to meet specific needs as they arise.

Chapter 1, "What is Family Literacy," contains definitions of family literacy from a variety of sources. There are also examples of brochures, booklets, and resources that can be adapted to promote and explain family literacy programs.

Chapter 2, "What Does Family Literacy Look Like," assumes that family literacy may take place in libraries, community centers, workplace sites, and jails, as well as in school classrooms. Contact information for a wide variety of family literacy sites in Ohio is provided.

Chapter 3, "Who's Involved in Family Literacy," contains a directory of state and national agencies and organizations that enable family literacy programs to function smoothly. These directory resources contain information on programming and can be used to identify potential collaborators and resources for training.

The remaining chapters offer practical resources applicable to many types of programs. Chapter 6 provides tips on writing proposals and seeking funding sources while Chapter 4 details the start-up process. Chapter 8 addresses staff and contains both staff review procedures and staff orientation suggestions.

On the promotional side, information on collaboration and strategies for team building are featured in Chapter 5. This ties in closely with Chapter 9's strategies for recruitment. The sample public service announcements and the TV and radio station contact information in Chapter 10 are excellent models for any program in any state.

Chapter 7 presents guidelines for curriculum development, including instructional strategies and sample curricula. For the novice in family literacy, this chapter also offers successful parent-child activities.

Chapter 11 addresses the specific problems of evaluating family literacy participants and sample curricula. It includes an introduction to concepts and terms involved in evaluation and alternative assessment. The 12th and final chapter offers a compilation of references from previous chapters and an index to specific information and programs.

## FOCUS RATING

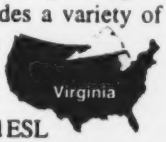
This project was rated EXCELLENT across the board. No rating was given for effectiveness since no evaluation component was available. Focus panel members commended the section on collaboration as straightforward, sensitive, and sensible.

# ESL STARTER KIT

**Date:** 1998
**Agency:** Virginia Adult Education & Literacy Centers, Virginia Commonwealth University, Oliver Hall Rm. 4080, PO Box 842020, Richmond, VA 23284
**Contact:** Susan Joyner **Phone:** 804-828-2003
**E-mail:** sjoyner@saturn.vcu.edu
**Web:** www.vcu.edu/aelweb

## DESCRIPTION OF PRODUCT

This 175-page *ESL Starter Kit* contains a wealth of information on organizing an ESL program and provides a variety of teaching methods. It was developed under the auspices of Fairfax County Public Schools by ABE and ESL directors, instructors, trainers, and volunteers.




The "Getting Started" section offers ideas for testing, registering, and placing students in the correct class according to their specific needs and goals. A sample registration form, placement test, and needs assessment test are included as well as a reference list of available commercial tests. This is followed by community and professional resources, including Internet sites.

The next two sections address instructional knowledge and methods. Information on how adults learn and types of language instruction precedes sample lesson plans, using realia in the classroom, and strategies for integrating basic language skills. The flowchart on deciding whether to use a piece of writing is excellent for all literacy practitioners, not merely ESL teachers.

Managing the Classroom includes ideas on the challenges of a multi-level class, working with students with special needs, using volunteers in the classroom, and evaluating your teaching. The final section of the Kit offers an overview on curriculum development along with a reference list of curricula already developed.

## FOCUS RATING

This project has a lot of good information although the layout is too text-dense to be inviting. The Focus panel recommended that any program interested in ESL should have this comprehensive manual. We'd like to see it uploaded to the Net!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## ONLINE RESOURCES

**This year Focus has made a commitment to report on exemplary adult basic and literacy education projects available on the Internet. We will give you e-mail addresses and Web sites for our featured projects (as available) and bring you a sampling of the state and regional staff development and adult learner materials you can access online.**

### LAES: CALIFORNIA'S LATINO ADULT EDUCATION SERVICES

LAES, a online program aired by OTAN (Outreach and Technical Assistance Network) is a 353 Distance Learning Project funded by the California Department of Education, Youth, Adult and Alternative Educational Services Division to California State University Institute and Hacienda LaPuente USD.

LAES is designed to serve Latino adult learners by offering a series of four instructional modules entitled "Tierra de Oportunidad," intended to provide immigrants with an orientation to our complex society. They include: Advancing Work and Career, Managing Family Life, Promoting Community Participation, and Developing Life Long Learning. Each LAES module has the following components:

- Overview – rationale for addressing the issue.
- Basic Skills Development – SCANS competencies to be emphasized.
- Teaching Points – general information on the topic.
- Sample Learning Activities – suggested teaching strategies.
- Resources Checklist – primary documentation about the topic.
- Sample Lesson Plan and Handouts – detailed lesson plan and handouts.

LAES also provides technical assistance and training in integrating SCANS-linked competencies, designing strategies to extend learning beyond the classroom, and promoting self-directed learning. For more information on this Internet training, contact Holda Dorsey, 15381 E. Proctor Ave., Industry, CA 91745, 818-855-3161. E-mail: hdorsey@otan.dni.us. Go to www2.otan.dni.us. to register as an OTAN member.

### NEW AMERICANS ONLINE HOMEOWNERS PROJECT

**Date:** 1998
**Agency:** Adult Literacy Resource Institute (ALRI) 989 Commonwealth Ave., Boston, MA 02215
**Contact:** Martha Merson **Phone:** 617-782-8956
**Web:** www2.wgbh.org/MBCWEIS/LTC/ALRI/alri.html

#### DESCRIPTION OF PROJECT

The New Americans Homeowners Project is sponsored by the Adult Literacy Resource Institute and supported by the Fannie Mae Foundation offered the opportunity to Boston's ESL teachers to use the Fannie Mae Foundation's publication *How to Buy a Home in the United States*.

The Web sites created in 1997 and 1998 are a good example of how the Internet can be used to support an ESL curriculum grounded in the reality of challenges students face in their lives. The best way to access this project is to go to the ALRI home page listed above and scan down till you reach Special Projects.

#### THE 1997 PROJECT

In 1997, 15 ESOL teachers from community programs were trained in Homemakers Readiness at three ALRI workshops. They, in turn, used this curriculum with over 200 students representing the major ethnicities of Boston. The curriculum served as an introduction to the idea of home buying and a preparation for making a purchase some day in the future.

Teachers were able to adjust this curriculum to focus on the more immediate needs of students, such as financial planning, credit, deciding the kind of home (one-family, duplex) a family would need, or the best location to live.

The description of the workshops covers questions teachers asked, and the information they received from guest speakers. A second section includes student writings as well as teachers' journals and narratives of how the ESOL teachers used the materials in their classes.

#### THE 1998 PROJECT

In 1998, most teachers worked with beginning level students who were interested not only in home buying, but in understanding how finances work in this country. Teachers also developed additional lesson plans to supplement the ones in *How to Buy a Home in the United States*.

New approaches to the curriculum include: 1) descriptive writing about house structures, 2) researching houses for sale on the Internet, 3) practicing negotiations with a seller or a landlord by role-playing, 4) drawing a dream house, 5) writing about a childhood home, and 6) integrating a curriculum on banking and financial literacy with the home-buying materials.

#### FOCUS COMMENTS

The Final Report explains the rationale for development and use. Teacher profiles and writings give insight into how teachers developed curriculum, and student writings address questions students answered in their assignments.

The Web sites are very functional and useful, but not glitzy. The whole project could be adapted for use by ESL programs.

***** Focus on the Nation *****

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## BUILDING COMMUNITIES FOR LEARNING: STRATEGIES FOR COMMUNITY-BASED PLANNING

**Date:** 1998 PDE #98-8006
**Agency:** PA Coalition for Adult Literacy, Center for Literacy, Inc., 636 S. 48th St., Philadelphia, PA 19143
**Contact:** Sheila Sherow **Phone:** 814-363-3777
**E-mail:** sms20@psu.edu

### DESCRIPTION OF PROJECT

*Building Communities for Learning (BLC)*, a statewide community-based planning project, was created to promote interagency collaboration among adult literacy stakeholders in order to improve the delivery of adult learner services and adult learner outcomes. In FY1995-96, three BCL pilot sites were selected through a competitive RFP and community-based planning grants established.

The following year, the three pilot sites were guided in becoming mentors and matched with new BCL sites. Four additional BCL grants were awarded the second year and five in FY 1997-98.

### DESCRIPTION OF PRODUCT

BLC resources previously developed to assist communities in the establishment of interagency planning groups include: *Guidebook for Community-Based Planning* (1997) and *How to Establish a Community-Based Planning Group* (1998).

This year's manual, *Strategies for Community-Based Planning*, defines and overviews strategic planning. It begins with a list of ways to develop strategies and identify those that will be most effective. The reader is then introduced to the use of a SWOT matrix, a means of determining and listing strengths, weaknesses, opportunities and threats to any desired change.

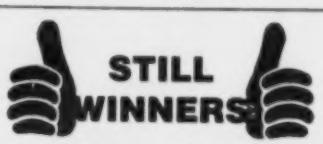
Strategies for the recruitment of group members examines personal contacts, town meetings, public relations and a marketing campaign including the use of media and promotions. Strategies for creating awareness and increasing understanding among member agencies suggests the rotation of group meetings as well as member updates, presentations, and guest speakers at meetings.

Strategies for developing a group mission and goals promotes the use of small group work and storyboards. Strategies for increasing member participation includes the use of breakfast meetings, brown bag lunch hour meetings and ad hoc groups as participation motivators. There is also a description of how to run an effective and productive meeting, perhaps the best strategy for increasing participation.

The section on strategies for developing interagency collaboration includes details for planning interagency events and illustrations of interagency publications. Included are strategies for coordinating and improving current services and for developing community problem-solving, collaborative proposals, programming, cross-training, and professional presentations.

### FOCUS RATING

This project was rated EXCELLENT for Effectiveness and Final Report and SUPERIOR for Innovation and Adaptability. The Focus panel noted that the strategies listed in this manual have been tried by BCL programs and the results are given for each and every strategy proposed. ✪




### ADULT LEARNER SKILLS COMPETENCIES

Institute for the Study of Adult Literacy, PSU (1997)

Adult Learner Skills Competencies was rated an exemplary project and featured in the February 1998 issue of Focus. The project developed three levels of adult learner competencies for adults who are native speakers of English. A summary chart for each level provides examples of the competencies as applied to the contexts of family member, worker, and community member/citizen. Connections between skills competencies and the TABE, CASAS, and Work Keys are illustrated.

Contact: AdvancE at 717-783-9192 for further information on this project. ✪

**The FOCUS panel consists of:**
**Chris Kemp**, Western PA Adult Literacy Resource Center; **Joan Leopold**, Harrisburg State Hospital; **Carol Molek**, TIU Adult Education and Job Training Center, Lewistown; **Jamie Preston**, Mayor's Commission on Literacy, Philadelphia; **Jeff Woodyard**, Tri-County OIC, Inc., Harrisburg; and **Rachel Zilcosky**, Greater Pittsburgh Literacy Council.

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Special Project

# FOCUS Bulletin

This Issue: PROFESSIONAL DEVELOPMENT

APRIL 1999 VOLUME 13, NUMBER 4

**Featured Projects:** Pennsylvania's Training Modules: Assessment and Case Management—p.1 Florida's Quality Professional Development Project (QPD)—2 • Northwest Regional Center's Cooperative Learning Module—p3 • Virginia's Baseline Instructor Training: Making the Connection: Learners in Community—p.4

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

***INNOVATION:***
- Addresses major priorities.
- Creative use of resources.

***EFFECTIVENESS:***
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

***ADAPTABILITY:***
- Reports and/or curricula are clearly written.
- Little staff training is needed.

***FINAL REPORT:***
- Complete description of all products included.
- Readable, well-organized and well-presented.

***ON A FIVE-POINT SCALE:***
5 / Excellent • 4 / Superior • 3 / Good

***PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:***
- AdvancE
Pennsylvania Dept. of Education
333 Market St. 11th Fl.
Harrisburg, PA 17126-0333
Phone (from PA): (800) 992-2283
Out of state: (717) 783-9192
Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

Sherry Royce
*Focus Editor*

Tana Reiff
*Focus Format*

**Pennsylvania Project of Special Note**

# Assessment and Case Management Training Modules for ABLE Practitioners

**Date:** 1996-98 **PDE:** #99-8002
**Agency:** TIU Adult Education and Job Training Center, MCIDC Plaza Building #58, 6395 SR103 North, Lewistown, PA 17044
**Contact:** Carol Molek **Phone:** 717-248-4942
**E-mail:** carcarm@acsworld.net

## DESCRIPTION OF PROJECT

Over the past three years, as a component of the PDE Bureau of Adult Basic and Literacy Education's (ABLE's) professional development system, a series of core training modules have been developed or adapted. These include Assessment, Case Management, Cooperative Learning, Math as Problem-Solving, Multi-Level ESL, Communicative ESL, How Adults Read, Competencies, Adults with Learning Differences, Assessment for Adults who Learn Differently, ESL Assessment, a Hands-on Session with BEST, and a Hands-on Session with the TABE. In FY 1998-99, the Focus panel reviewed all nonacademic modules and rated the Assessment and Case Management modules as exemplary.

## TRAINING PROCEDURES

Both modules provide for three training sessions, each approximately four hours, every other week. Participants are expected to attend all three sessions. Before starting the training and between sessions, participants complete readings and assignments that introduce or enhance topics covered in the sessions. Follow-up support is available from trainers.

## THE ASSESSMENT MODULE

The *Assessment for Adult Learners* Training Module for ABLE Practitioners was developed by Lori Forlizzi, Barbara Van Horn, and Carol Molek and is designed for all adult basic and literacy educators. This module presents the various purposes for assessment as they relate to gathering information to meet the needs of students, instructors, program administrators, and funding agents. The goals of the training are:

- To explain why assessment is important, and its purposes.
- To provide an overview of standardized and informal assessment along with their strengths and weaknesses and how they can be used together to meet the needs of all stakeholders.
- To guide participants on how to select assessments that are soundly constructed, are developed for adults, and provide information that programs need.
- To familiarize practitioners with how to administer and score some of the most commonly used standardized tests and how to interpret their results.
- To guide instructors and/or counselors in communicating the results to adult learners in a positive manner.
- To present the elements to be included in a program assessment plan and the formats that such a plan might take.

The modules include pre- and post-tests, charts, overhead transparencies, checklists, annotated lists of significant assessment projects, disability definitions and checklists, an annotated listing of popular tests for ABLE learners, and a bibliography of resources on the subject.

***Continued on p.2***

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**Florida Project of Special Note**

**A PROFESSIONAL DEVELOPMENT TRAINING PROGRAM FOR ADULT EDUCATORS**

## QPD: QUALITY PROFESSIONAL DEVELOPMENT TRAINING

**Date:** 1998
**Agency:** Florida Community College at Jacksonville, 940 N. Main St., Rm. 203, Jacksonville, FL 32202-9968
**Contact:** Mary Murphy **Phone:** 610-861-5427
**E-mail:** mtmurphy@fccj.org

### DESCRIPTION OF PROJECT

Many adult education institutions and agencies are faced with the challenge of providing quality orientation and training for practitioners working days and evenings at sites scattered throughout a city or a region. One excellent solution is the Quality Professional Development Project (QPD) launched by the Adult Studies Department of Florida Community College at Jacksonville (FCCJ). Now in its final year of development, FCCJ is field-testing a self-paced, portable, affordable training package.

### DESCRIPTION OF PRODUCT

QPD consists of six modules of coordinated 30-minute videotapes, audiotapes, and workbooks which can be used with large or small groups or for self-study. Included is a 3.5" diskette containing the workbook contents in WordPerfect 6.1 format. The modules address:

*The Philosophy of Teaching Adult Students*

Although cast in the framework of Florida's statewide standards and initiatives and geared to the needs of adjunct faculty in a community college, this module provides a concise overview of characteristics of the adult learner, components of the classroom, and creating quality in an adult education classroom.

*Assessing the Adult Student*

This module was prepared by experienced assessment staff to help new instructors understand how to interpret standardized tests and how such tests can provide a basis for instructional placement and curriculum choices. It also provides information on legislative mandates for accountability and performance-based funding that drives the reform system in adult education.

*From Theory to Practice: Adult Instructional Methodologies*

This module introduces the theories of how learning occurs, multiple intelligences, learning styles, accelerated learning, whole language, Paideia, and cooperative learning.

*Basics of Instruction*

The next three modules cover three specific areas of adult studies: ABE, GED, and Adult High School classes. They include detailed information on how to set up a self-paced classroom, correlating learning activities to state-mandated performance standards, developing an individual student educational plan, student and classroom management, use of student portfolios, record-keeping techniques, and resource materials.

*Train the Trainer Manual*

For group training, this manual contains an overview of the project, facilitator notes and course outline, objectives for each module, evaluations, and large- and small-group activities. Practitioners who have received a general orientation covering employment and procedural information may check out the workbooks, videos, and audios and cover the materials at a time and location of their choice. The workbook materials are interactive and the multimedia nature of the components addresses readers' different learning styles.

### FOCUS RATING

This project was rated EXCELLENT for Innovation and SUPERIOR + for Effectiveness and Adaptability.

QPD is well-organized and covers a variety of topics in a variety of formats. There are pre- and post-tests and the videotapes complement the manuals. "A great resource!" ✪

*Training Modules, from p.1*

### THE CASE MANAGEMENT MODULE

The impetus behind the case management module is the fact that adult education instructors and tutors often find themselves in the role of case managers because of the needs of their students. Practitioners may enter into this role with no educational or experiential background. This module is intended to provide adult education staff with the tools they need to better serve their adult learners, manage information on learners' progress, and develop accountability. Developed by Suzanne Fisher, Helen Guisler, and Carol Molek, this module provides a comprehensive look at case management in an adult/basic literacy education setting.

### SESSION 1

In Session 1, the who, what, where, when, and how of case management is defined and discussed. Emphasis is on the importance of case management to retention through the identification of student needs and provision of assistance in terms of referrals to appropriate services. The personal characteristics of an effective case manager are identified, the student/case manager relationship explored, and the components of case management listed.

### SESSION 2

Session 2 deals with the specific activities that fall under the aegis of case management. Comprehensive intake and assessment are stressed as initial and essential factors in the case management process. There is a comprehensive list of what information should be obtained at intake. However, the module also points out that intake must be an interactive dialogue, with the case manager explaining agency services as well as collecting student data.

The development of an Individualized Education Plan (IEP) through goal setting procedures is also covered in Session 2.

Much attention is given to the use of case notes as documentation of the information collected. Samples of effective case notes are distributed and participants have the opportunity to rewrite the case notes they brought from their programs in accor-

*Continued on p.3*



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*Training Modules, from p.2*

dance with what they have learned from the discussion.

Participants are then invited to identify and discuss the activities that constitute follow-up and the role of a case manager in follow-up.

### SESSION 3

In dealing with difficult students and facilitating independence, Session 3 examines both practitioner and students' perceptions and attitudes. Among the topics covered are dealing with resistance, dealing with defensive behavior, and dealing with angry and hostile students.

Participant practice examining statements from positive, negative, and interested points of view and consider whether their statements and actions inhibit or facilitate self-sufficiency.

The last component of Session 3 deals with paper flow and covers various tracking systems and the forms and documents that are applicable to each.

### FOCUS RATING

The Assessment and Case Management Training Modules were rated EXCELLENT for Innovation and Adaptability and SUPERIOR for Effectiveness.

Although there is no evaluation of the modules, panel members praised them as clear, concise, and self-explanatory with little chance of misinterpretation. The background provided is comprehensive and the training is consistent.

## NORTHWEST REGIONAL LITERACY RESOURCE CENTER TRAINING MODULE: COOPERATIVE LEARNING

**Date:** 1997

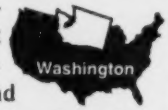
**Agency:** Northwest Regional Literacy Resource Center (NWLRC), 2120 S. Jackson St., Seattle, WA 98144

**Contact:** Frank Smith **Phone:** 206-587-4988

**E-mail:** nwlrc@literacynet.org

### DESCRIPTION OF PRODUCT

Collaborative learning, as exemplified by the transfer of overall responsibility for learning from an all-powerful teacher to an alliance of learners and teacher-facilitators, is uniquely suited to the practice of adult education. Indeed, learning communities built upon mutual respect, participatory planning, and team building are the hallmark of the exemplary adult education practitioner.




With the introduction of the Cooperative Learning workshop and module, theory, structure, and specific strategies have been brought to what has long been a promising practice. This two-part, 12-hour Cooperative Learning workshop has been embraced by Pennsylvania as one of its training modules for ABLE educators.

### WORKSHOP OBJECTIVES

By the end of the workshop, participants will:

- be exposed to theoretical frameworks and rationales for cooperative learning;
- experience learning in a cooperative learning classroom model;
- experience and apply simple class climate-building techniques;
- practice and process simple cooperative structures for team building, concept development, and content mastery;
- practice strategies for establishing student centered learning;
- experience and use the elements that distinguish cooperative learning from small group learning;
- understand and design lessons which reflect the social and affective dimensions of learning.

### WORKSHOP OUTLINE

This seven-unit module provides trainers with a workshop overview, timeline, pre-workshop checklist, activities outline, pre-session materials, charts, handouts and transparencies, materials and equipment checklist, and trainer's notes for 12 activities in Session 1 and 14 in Session 2.

Prior to workshop attendance, participants are expected to review a set of readings designed to provide them with a theoretical perspective on cooperative learning and specific strategies for organizing the learning environment. Additional theory presented within the context of the training includes an excellent one-page outline of the basic elements of cooperative learning.

There is a three- to four-week planned interval between the two sessions to allow time for attendees to apply and reflect on cooperative learning as a part of classroom practice.

Trainer's Notes for each activity include objectives, time allocated, materials, charts, and handouts needed. The activity itself is broken down into narrative, instructions, and often reflection.

### FOCUS RATING

This project was rated EXCELLENT for Adaptability and Effectiveness and SUPERIOR for Innovation. Although there was no final report and several of its transparencies did not copy clearly, Focus panel members praised its participatory approach: "This training module is detailed, well-organized and has strong specific topics." An excellent package that fits well with Pennsylvania's training modules, it would be useful in any program in any state.

***** Focus on the Nation *****

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**This year 25 projects were selected as exemplary based on a five-point scale for Innovation, Effectiveness, Adaptability, and quality of Final Report. The criteria used to determine these ratings are listed on page 1 of this Bulletin. The highest rating attainable is 5—Excellent, followed by 4—Superior and 3—Good. Six additional projects with outstanding components or products but less than superior scores in any one category were accorded an Honorable Mention.**

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## BASELINE INSTRUCTOR TRAINING (BIT): MAKING THE CONNECTION: LEARNERS IN COMMUNITY

**Date:** 1998

**Agency:** Adult Education Centers for Professional Development, Virginia Commonwealth University, 4083 Oliver Hall, 1015 W. Main St., Richmond, VA 23284-2020

**Contact:** Susan Joyner **Phone:** 804-828-2003

**E-mail:** sjoyner@saturn.vcu.edu

### DESCRIPTION OF PRODUCT

This training module for a two-session, eight-hour workshop on *Integrating Community Themes and Issues into the Classroom* was written by Mary Beth Bingman, Amy Trawick, and Marie Martin with assistance provided by the Ivanhoe Civic League of Ivanhoe, Virginia. Based on the belief that adult education should promote both individual and community change, the workshop is designed for teachers who are interested in encouraging learners to understand more about their community and how they might affect it.

### CURRICULUM AND METHODS

Workshop participants explore ways to build curriculum around community themes so that learners can practice both academic skills and the communication, teamwork, critical-thinking and analysis skills needed to be active community members.

Methods used encourage practitioners to foster:

- learner-centered techniques that build on the lives and concerns of the learners;
- participatory classrooms where learners contribute to the content and planning of instruction;
- community-connected instruction, with issues coming from the communities where learners live;
- problem-posing strategies, with teachers acting as facilitators to help learners identify issues and develop possible solutions.

### WORKSHOP SESSIONS

Session 1 covers the development of learner-centered and participatory curriculum, provides strategies to identify community themes, and explores skills developed through community-focused activities.

Session 2 requires participants to reflect on their experiences in applying community-focused learning activities in their classroom, to examine and practice curriculum development organized around the problem-posing process, and to evaluate the workshop series for its relevance to literacy education.

### WORKSHOP RESOURCES

The Workshop Module contains a Trainer Checklist of activities to be carried out two weeks prior to beginning the workshop and on the day of the workshop. There is a list of materials for participants and for trainers and an annotated outline of the course. There is a separate worksheet for each activity, which includes Time, Method, Materials, Purpose, Trainer Notes, Summary, and Bridge to the Next Activity.

The materials for each activity are keyed to the materials listing. They include transparencies, articles, and handouts that address the major philosophical ways of viewing literacy, case studies using problem-posing dialogue, and *The Water Workshop*, which uses a whole-language theme approach to problems associated with water. Learner activities suggested are carefully keyed to literacy, ABE/GED, and GED levels.

### FOCUS RATING

This project was rated EXCELLENT for Adaptability and SUPERIOR for Innovation and Effectiveness. Panel members cited it as a good teacher's manual with explicit directions and a comprehensive packet of activities. This participatory approach to training has a good description of participatory education.

This unique idea can be used in all types of classrooms. ✪

The FOCUS panel consists of:
Chris Kemp, *Western PA Adult Literacy Resource Center;* Joan Leopold, *Harrisburg State Hospital;* Carol Molek, *TIU Adult Education and Job Training Center, Lewistown;* Jamie Preston, *Center for Literacy, Inc., Philadelphia;* Jeff Woodyard, *Tri-County OIC, Inc., Harrisburg; and* Rachel Zilcosky, *Greater Pittsburgh Literacy Council.*

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BUREAU OF ADULT BASIC & LITERACY EDUCATION
able
PENNSYLVANIA DEPARTMENT OF EDUCATION
Special Project

This Issue:
LEARNER RESOURCES

FOCUS on Math

MAY 1999 VOLUME 13, NUMBER 5

**Featured Projects:** Ohio's Nuts & Bolts Retention Project—p.**1** • Massachusetts' Everyday People, Everyday Law—**2** • Promoting Student Retention Through Student Support Groups—**3** • Florida's Resource Guide for Student Recruitment and Retention—p.**3** • Still Winners: Improving Retention in ABE—p.**3** • Earning a High School Diploma With or Without a GED—p.**4**

The special projects featured in FOCUS were funded by the Bureau of Adult Basic and Literacy Education, Pennsylvania Department of Education and rated according to the following criteria:

***INNOVATION:***
- Addresses major priorities.
- Creative use of resources.

***EFFECTIVENESS:***
- Objectives and outcomes are clearly stated.
- Materials are linked to results.
- Content is appropriate for the target audience.

***ADAPTABILITY:***
- Reports and/or curricula are clearly written.
- Little staff training is needed.

***FINAL REPORT:***
- Complete description of all products included.
- Readable, well-organized and well-presented.

***ON A FIVE-POINT SCALE:***
**5** / Excellent • **4** / Superior • **3** / Good

***PENNSYLVANIA PROJECTS MAY BE BORROWED FROM:***
- AdvancE
  Pennsylvania Dept. of Education
  333 Market St. 11th Fl.
  Harrisburg, PA 17126-0333
  Phone (from PA): (800) 992-2283
  Out of state: (717) 783-9192
  Fax: (717) 783-5420

- **When requesting a project,** please refer to its name and number.
- **Out-of-state projects** may be requested from the project director or State Literacy Resource Center as listed in the contact.

**Sherry Royce**
*Focus Editor*

**Tana Reiff**
*Focus Format*

**Ohio Project of Special Note**

# Nuts & Bolts Retention Project

**Date:** 1998
**Agency:** SW ABLE Resource Center, Sinclair Community College, 444 W. Third St., Rm. 12201, Dayton, OH 45402-1460
**Contact:** Karla Hibbert-Jones **Phone:** 937-512-5123
**E-mail:** khjones@sinclair.edu
**Web:** http://literacy.kent.edu/oasis/resc/swable.htm

## DESCRIPTION OF PROJECT

In FY 1997-98, the Ohio Department of Education assigned a special project on student retention to its Southwest ABLE Resource Center. The goal was to develop a systematic structure to help ABLE programs address student retention with consistency and support while providing room for the flexibility demanded by the diversity of the field.

The project staff's in-depth research on retention issues and strategies, plus practitioner research projects conducted in the region, led to the identification of major retention philosophies and principles on retention. This led to the development and publication of the *Bibliography of Retention Resources*, which includes books, articles, digests, reports, and non-print materials.

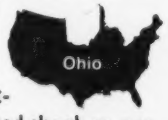
Staff development activities in support of this project included a series of interactive workshops that explored how student success affects retention. Participants learned about program practices that enhance student success and explored techniques to maximize student achievements and persistence.

In the area of curriculum development, project staff formulated a draft training plan comprised of reproducible and interactive modules on the topics of Employability, Life Skills, and Family Employability. Completion and dissemination of these modules is expected by the fall of 1999.

## DESCRIPTION OF PRODUCTS

This project has also developed and is currently field-testing and revising the following products:

— The *Bibliography of Retention Resources*, described above. On its own, this bibliography is a valuable resource for any program providing professional development training on student retention.




— The *Retention Toolbox* is the component most likely to attract attention. The tool-decorated shoebox, produced by Brownberry Farm Publishers, contains the following:

- "The Nuts and Bolts of Student Retention," a PowerPoint presentation.
- "Assessment of Program Success Factors," a self-assessment tool that can be used by programs to evaluate and analyze program variables and develop retention objectives that reflect program-specific needs.
- "The Retention Calendar," a standing 4x6 flipchart continuous calendar with a helpful hint to start each day. Retention strategies or actions displayed for use in the classroom include:
  Let your students teach someone else,
  Show your enthusiasm for teaching, and
  Hold a raffle for good attendance.

—The *Retention Mini-Game* is an applied tool

***Continued on p.2***

**Massachusetts Project of Special Note**

## EVERYDAY PEOPLE, EVERYDAY LAW

**Year:** 1998
**Price:** Limited copies available free
**Agency:** Action for Boston Community Development, 178 Tremont St., Boston, MA 02111
**Contact:** Clare Shepherd **Phone:** 617-357-6000, x7516
**E-mail:** cshepherd@bostonabcd.org
**Web:** www.bostonabcd.org

### DESCRIPTION OF PROJECT

Clare Shepherd describes how the inspiration for this curriculum came during a class on health and the environment. One of the students listed lead paint as a concern and told the group how she had sued the Boston Housing Authority when her son's test results showed elevated lead levels.

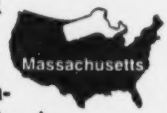
Realizing stories like this could be a benefit to other students with major problems and minimal resources, she secured a grant from the American Bar Association to fund this project. The funding paid for interviewing training, stipends for students with stories, a legal consultant to provide background, and money to print and distribute the resulting curriculum.

### DESCRIPTION OF PROCESS

To begin the process, project staff listed all the legal problems students had mentioned in the past: children taken by social services, immigration status, finding attorneys for family members accused of crimes, etc. However, the students who volunteered as interviewees were mainly involved in landlord-tenant issues. There are also several stories about family problems and domestic violence. One story written by a professional addresses racial discrimination in the workplace.

Each interviewee had a tape recorder and a permission sheet. Open-ended questions listed on the protocol worked well. Follow-up questions were asked when something was confusing or intriguing. Names have been changed in the book to protect the authors.

### DESCRIPTION OF PRODUCT




*Everyday People, Everyday Law* is an 125-page book with four units that address Renting, Work and Neighborhood, Judgment Calls, and Family. Each unit contains two or more stories. An introduction summarizes each story, and "Legal Briefing," reviews legal concepts associated with the story. These briefings should be used primarily to familiarize teachers with the legal issues. They can, however, be read aloud to students or handed out as readings for higher-level readers.

The stories are told in the language of the students interviewed. This turned out to be primarily at a 6th-grade and higher reading level. However, because some of the stories are simpler than others, this curriculum can be used in a multilevel classroom.

Each chapter is preceded by a pre-reading activity and a list of vocabulary words. After-reading activities address comprehension and critical thinking skills. Students are asked to summarize the facts in the case and to express the issues or their ideas about the stories in different formats, such as role play, charts, collages, and cartoons, as well as essays and discussion. Two of the stories ask students to analyze the math that is involved. Action steps are included in each after-reading set of activities that the teacher can tailor to student interests and needs.

### FOCUS RATING

This project was rated EXCELLENT across the board. The Focus panel praised its presentation of common legal issues but would like to have seen a section on dealing with the Department of Public Welfare. An excellent resource for any literacy program!

*Nuts & Bolts Retention, from p.1*

for ABLE staff development. This game can be used to look at all facets of student retention as they relate to Ohio's Quality Indicators. Eight sets of 20 4x6 cards pose hypothetical situations with critical questions keyed to student retention.

Each color-coded set addresses one of Ohio's eight Quality Indicators: 1) Learner Achievement, 2) Program Physical Environment, 3) Program Planning, 4) Curriculum and Instruction, 5) Staff Development, 6) Support Services, 7) Recruitment, and 8) Retention.

For example, in Card #2.4 (QI #2 Program Physical Environment, Card #4) the situation presented is: *"Mrs. Winston insists that the desks in the GED classroom remain in order. She says it's important to this learning process."*

This is followed by the question: *"What kinds of problems might Mrs. Winston have with her class?"*

Through discussions stimulated by the game, instructors can gain new insight into dealing with students.

— The accompanying *Mini-Book of Retention Strategies* is organized to correspond with the retention game and features researched effective retention strategies.

### PRODUCT EVALUATION

The *Retention Toolbox* was field-tested with pilot programs during a three-month period to determine its effect in increasing teacher knowledge of recruitment strategies and improving staff attitudes toward retention techniques. The pre-post survey instrument and Tool Usage form are included in the Retention package.

### FOCUS RATING

This project was rated EXCELLENT for Innovation and Adaptability and SUPERIOR for Effectiveness and Final Report. The companion employability and life-skills manuals do not quite match the quality of the *Toolbox*. We eagerly await the completion of the field-testing and the release of this clever approach to retention.



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# FOCUS

**READER SURVEY FORM - 1999**

***Please take a few minutes to complete the following survey.***
***Return it to Dr. Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601 by May 28,1999.***
**FAX #: 717-560-9903**

**(circle one)**
**READER'S MAIN RESPONSIBILITY**:
Administration Instruction Counseling Training Curriculum Development Staff Development

Other:_____

**(circle one)**
**ORGANIZATION:**
Local Ed Agency Literacy Council Community College College/University Institution
Business/Industry Union Private Sector Community-Based Organization

Other:_____

**(circle one)**
**MAIN FUNDING SOURCE:**
ABE/GED PA ACT 143 State Funds Foundation Private Sector Labor Dept. Welfare Dept.

Other:_____

**PLEASE RANK**

I received the following issues of FOCUS:

**(check the months received)**

Please rank the issues from 1-6 in order of preference

| | | |
|---|---|---|
| ____ January 1999 | **Program Improvement** | ____ |
| ____ February 1999 | **Workplace Literacy** | ____ |
| ____ March 1999 | **Special Populations** | ____ |
| ____ April 1999 | **Professional Development** | ____ |
| ____ May 1999 | **Learner Resources** | ____ |

**(how many)**
I requested information about _____ project(s) from: **AdvancE or other State's Clearinghouse**
I requested information about _____ project(s) from: **PA or other State's Project Developer**

**In general FOCUS Bulletins were:**

**(Circle your Rating)**

| | **Excellent** | | | **Poor** |
|---|---|---|---|---|
| Organized | 3 | 2 | 1 | 0 |
| Informative | 3 | 2 | 1 | 0 |
| Understandable | 3 | 2 | 1 | 0 |
| Interesting | 3 | 2 | 1 | 0 |
| Useful | 3 | 2 | 1 | 0 |

**I would be interested in:** (Please check if interested)
___ Receiving information about Pennsylvania projects
___ Receiving information about other state's projects

**(Please turn over: Your comments would be appreciated)**
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**COMMENTS:**

**Thank you for participating in this survey.**

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**Sherry Royce**
**FOCUS Editor**
**1938 Crooked Oak Drive**
**Lancaster, PA 17601-6425**

## PROMOTING STUDENT RETENTION THROUGH STUDENT SUPPORT GROUPS

**Date:** 1998
**Agency:** Carlisle Area OIC, 29 S. Hanover St., Carlisle, PA 17011
**Contact:** Claudia Morton **Phone:** 717-246-6040

### DESCRIPTION OF PROJECT

The target audience for this project was adult learners who attended Carlisle Area OIC's open-entry self-paced ABE/GED program. The project addressed dispositional barriers to retention in literacy programs as identified by Dr. Allan Quigley, formerly of Penn State University-Monroeville, in his article "The Last to Come, the First to Quit: Recruiting and Retaining Adults in Literacy."

To encourage a "cooperative learning approach," the counselor and ABE/GED instructor placed students in support groups of dislocated and downsized workers, single parents struggling to raise a family, and individuals with similar learning disabilities. A learning-style inventory was given to students to determine their perceptions of education and stimulate discussion.

Through individual diaries and group and class discussions, students vented their frustrations and discussed issues such as too much initial testing, lack of dependable transportation, inadequate child care, and balancing class and work schedules.

### PROJECT OUTCOMES

The theory was that active involvement would increase desire for success, which would require more active attendance and participation. Indeed, the project resulted in a 6.4% average monthly attendance increase.

Students became aware of their individual learning styles and increased their writing and communications skills through their personal diaries. As they tutored and supported one another, their self-esteem and educational progress increased.

More flexible testing and classroom hours were developed as a result of student input, and outside barriers such as transportation and child care were often resolved due to students' proactive interactions.

This project could be easily replicated. However, there is no indication of the source of the learning-style inventory, and it is missing auditory, visual, and kinesthetic components.

## RESOURCE GUIDE FOR STUDENT RECRUITMENT AND RETENTION

**Date:** 1998
**Agency:** Leon County Schools Adult & Community Education, 283 Trojan Trail, Tallahassee, FL 32311
**Contact:** Susan Kraul **Phone:** 850-922-5343, x240
**E-mail:** krauls@ACE-Leon.org

### DESCRIPTION OF PROJECT

This student retention guide is just one component of the Leon County ACE program's comprehensive Career Education guide, a work-oriented curriculum for adults, that will be reviewed in another issue.

### DESCRIPTION OF PRODUCT

Recognizing that effective retention must be housed in a Quality Adult Education Program, this 21-page *Resource Guide for Student Recruitment and Retention* begins with a list of the Quality Instruction and Quality Service components provided by such a program. This is followed by a brief treatise on recruitment of students, a responsibility of all staff members but particularly of teachers, since recruitment efforts initiated within a class are often the most effective.

The remaining pages provide a concise explanation of key factors that affect the retention of adult learners. Included are:

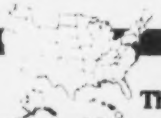
1. Reasons cited by adult education students for withdrawing from class
2. Keys for effective retention
3. A student retention flowchart
4. Identification list for at-risk adults
5. Retention strategies and factors that motivate adults

The Guide also contains a quick reference of resource and referral information for teachers and staff. In addition to driver's license information and GED test information, it includes a list of career-planning resource materials and a reference list of community agencies. While specific to the Leon County area, the lists can serve as a model for any adult program planning a retention guide for staff members.

## PLEASE COMPLETE YOUR READER SURVEY FORM

Please take a few minutes to complete the Reader Survey Form enclosed with this issue of Focus and return it by May 28, 1999 to Dr. Sherry Royce, Focus Editor, 1938 Crooked Oak Dr., Lancaster, PA 17601. **Forms may be faxed to 717-569-0003.**

**Readers outside of Pennsylvania:** To remain on the Focus mailing list, please include your name and mailing address in the comments section of the Reader Survey Form or mail/fax a separate request.



### ★★★ Focus on the Nation ★★★

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**FOCUS** MAY 1999

## EARNING A HIGH SCHOOL DIPLOMA WITH OR WITHOUT A GED

**Date:** 1998

**Agency:** Cumberland Valley School District's High School Diploma Program for Adults (CVSD-HSDP), 6746 Carlisle Pike, Mechanicsburg, PA 17055

**Contact:** Samuel Gruber **Phone:** 717-755-0217

### DESCRIPTION OF PROGRAM

In 1976, the Cumberland Valley School District developed AchievE, an external high school diploma program for adults combining academic achievement and life skills competencies. Modeled after the University of Texas' APL (Adult Performance Level) diploma program, the CVSD program graduated 24 adults in 1978. Twenty-one years later, over 1,000 adults have received local high school diplomas through AchievE.

Portfolio-oriented and individualized for each participant, this program offers dropouts, 19 years of age or older, a "second chance" to earn the same diploma awarded to graduating seniors.

While program regulations require structured attendance standards for adult students, they also allow the flexibility to meet the goals and objects of Pennsylvania's new state regulations. One interesting aspect of the program is the correlation between the life-skills facet of the program, the concept of "One-Stop," and the initiation of the Career Development Marketplace. Mentors are assigned to students, and partnerships offer on-site instruction.

This focus has led to partnerships with business and industry. Hershey Corporation, IBM, Pennsylvania Blue Shield, Wal-Mart, and the Susquehanna Employment and Training Corporation provide additional funding, enabling the program to serve a greater number of participants.

### DESCRIPTION OF PRODUCT

In FY 1995-96, AchievE received a special projects grant from the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education to develop a training manual to help adult educators in other school districts interested in establishing similar programs. This project was rated exemplary in the April 1997 issue of Focus. The Focus panel revisited this project, now in the third-year extension of its 1995-96 grant, in order to review its products and accomplishments.

The 1997-98 Final Report contains a brochure detailing "Four Easy Steps to a High School Diploma," an analysis of start-up and program costs, and a how-to training manual for adult educators and school district administrators interested in implementing the CVSD model. Also included is a "Proposal for High School Diploma," a PowerPoint outline on computer disk, and a booklet outlining academic and life skills required in the areas of Consumer Economics, Community Resources, Government and Law, Health, Occupational Knowledge, Global Studies, and Writing Seminar.

### PROJECT OUTCOMES

Under the auspices of this project, two Intermediate Units, two school districts, and a career center in Philadelphia have initiated adult high school diploma programs, and three others are currently investigating the possibility of developing similar programs. Furthermore, educational agencies in Kentucky, Nebraska, and Kansas have inquired about the feasibility of starting adult diploma programs in their states.

### FOCUS RATING

This project was rated EXCELLENT for Innovation and Effectiveness and SUPERIOR for Adaptability and Final Report. It clearly documents what it takes to launch a successful diploma program and why many prospective employers prefer this diploma to a GED. Although in-kind staff support or significant funding resources are needed for it to be cost-effective, the AchievE program provides an excellent model for replication.

**The FOCUS panel consists of:**
**Chris Kemp,** ***Western PA Adult Literacy Resource Center;*** **Joan Leopold,** ***Harrisburg State Hospital;*** **Carol Molek,** ***TTU Adult Education and Job Training Center, Lewistown;*** **Jamie Preston,** ***Center for Literacy, Inc., Philadelphia;*** **Jeff Woodyard,** ***Tri-County OIC, Inc., Harrisburg; and*** **Rachel Zilcosky,** ***Greater Pittsburgh Literacy Council.***

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# APPENDIX B

# FOCUS FORMS

# FOCUS EVALUATION WORKSHEET State/PA Project #_____

I. Identify project components:

☐ Final Report ☐ Curriculum ☐ Video/Tapes ☐ Manual

☐ Other: _____

II. Identify audience to whom the project is addressed or would benefit most from its dissemination.

☐ Administrators ☐ Teachers ☐ Tutors ☐ Counselors ☐ Trainers

☐ Learners ☐ Others _____

III. What are the major strengths of the project/products?

IV. What are the major weaknesses of the project/products?

V. Recommendations for Use: (Can the whole project, product, or parts of it be easily adopted/adapted for use by other ABLE programs/agencies?)

VI. Comments (project, products, final report):



Reviewer's Initials _____ Date of Review

# FOCUS EVALUATION WORKSHEET

**Agency:**_____ **Address:**_____

| | *SELECTION INDICATORS*<br>*I = Innovation* *E = Effectiveness*<br>*A = Adaptability* *FR = Final Report* | Special Project | Mini Grant | Out of State Project |
|---|---|---|---|---|
| I-1 | Addresses priority; Improved materials/strategies | | | |
| I-2 | Model for an important need | | | |
| I-3 | Creative use of resources | | | |
| I-4 | Significant addition to the field | | | |
| | | | | |
| E-1 | Objectives clearly stated | | | |
| E-2` | Outcomes clearly described | | | |
| E-3 | Content appropriate for target population | | | |
| E-4 | Intended use of materials/strategies identified | | | |
| E-5 | Materials/processes linked to outcomes | | | |
| E-6 | Participant changes described | | | |
| E-7 | Effectiveness documented | | | |
| E-8 | Evaluation component documented (third party, review | | | |
| | | | | |
| A-1 | Little administrative time needed to adapt | | | |
| A-2 | Little staff training needed for adoption by another | | | |
| A-3 | Overall cost efficiency (usable by small agencies) | | | |
| A-4 | Overall transferability (ability to duplicate materials, | | | |
| A-5 | Parts usable | | | |
| A-6 | Adequate instruction for using Product/Process | | | |
| A-6 | Overall adoptability (suited to a variety of instructional | | | |
| FR-1 | Conforms to PDE directions (order, contacts, all | | | |
| FR-2 | Organization (table of contents, headings, time lines, | | | |
| FR-3 | Complete description of products produced | | | |
| FR-4 | Appearance ( layout,, spelling, grammar, quality of copy | | | |
| FR-5 | Readability (Report, materials clearly written, concise, | | | |

**SUMMARY OF RATINGS**

| I |
|---|
| 0 |
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| 2 |
| 3 |
| 4 |
| 5 |
| **E** |
| 0 |
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| 4 |
| 5 |
| **A** |
| 0 |
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| 3 |
| 4 |
| 5 |
| **FR** |
| 0 |
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |

**Instructions:** Rate products, processes and final report by placing a rating number in the appropriate box in the grid with 0 being non-applicable, 1 being lowest and 5 representing the highest quality. Average the numbers in each category (Innovation, Effectiveness, Adaptability, and Final Report) to arrive at the Summary of Ratings. The Total Rating is an Average of the Summary of Ratings.

**TOTAL RATING:**



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# FOCUS

**READER SURVEY FORM - 1999**

***Please take a few minutes to complete the following survey.***
***Return it to Dr. Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601 by May 28,1999.***
**FAX #: 717-560-9903**

(circle one)
**READER'S MAIN RESPONSIBILITY:**
Administration Instruction Counseling Training Curriculum Development Staff Development

Other:_____

(circle one)
**ORGANIZATION:**
Local Ed Agency Literacy Council Community College College/University Institution
Business/Industry Union Private Sector Community-Based Organization

Other:_____

(circle one)
**MAIN FUNDING SOURCE:**
ABE/GED PA ACT 143 State Funds Foundation Private Sector Labor Dept. Welfare Dept.

Other:_____

**PLEASE RANK**

I received the following issues of FOCUS:

**(check the months received)**

Please rank the issues from 1-5 in order of preference

| | | |
|---|---|---|
| ____ | January 1999 | **Program Improvement** ____ |
| ____ | February 1999 | **Workplace Literacy** ____ |
| ____ | March 1999 | **Special Populations** ____ |
| ____ | April 1999 | **Professional Development** ____ |
| ____ | May 1999 | **Learner Resources** ____ |

(how many)
I requested information about _____ project(s) from: **AdvancE or other State's Clearinghouse**
I requested information about _____ project(s) from: **PA or other State's Project Developer**

**In general FOCUS Bulletins were:**

(Circle your Rating)

| | Excellent | | | Poor |
|---|---|---|---|---|
| Organized | 3 | 2 | 1 | 0 |
| Informative | 3 | 2 | 1 | 0 |
| Understandable | 3 | 2 | 1 | 0 |
| Interesting | 3 | 2 | 1 | 0 |
| Useful | 3 | 2 | 1 | 0 |

**I would be interested in:** (Please check if interested)
___ Receiving information about Pennsylvania projects ___ Receiving information about other state's projects

**(Please turn over: Your comments would be appreciated)**
**Out-of-State Readers who wish to remain on the FOCUS mailing list must either include their names and addresses under comments or send a separate request to Sherry Royce at the above address.**

**COMMENTS:**

**Thank you for participating in this survey.**

---

**Please fold, tape or staple and return to the address given below**

---

**Sherry Royce**
**FOCUS Editor**
**1938 Crooked Oak Drive**
**Lancaster, PA 17601-6425**

*Mail or fax to: Dr. Sherry Royce, 1938 Crooked Oak Drive, Lancaster, PA 17601*
*Tel: 717-569-1663 Fax: 717-560-9903*

# *FOCUS BULLETINS 1995-96*
## *Featured Special Project Provider Questionnaire*

| | | | |
|---|---|---|---|
| YOUR NAME | Valerie Bryan | DATE | |
| PROGRAM | FAU College of Education/ACENET | PHONE | |
| ADDRESS | | FAX | |
| FEATURED PROJECTS | ***Connecting with Technology*** | # of Inquiries | |
| | ***Kid's First*** | | |
| | ***We're Sold*** | | |
| | ***Senior Adult Learning Curriculum and Video*** | | |
| Your comments about Inquiries | | | |

Did the exposure given to these project(s) in FOCUS Bulletins result in any recognition or benefit to the program at state, local or national level? If so, please describe below.

Did you or any members of your staff inquire about other state's projects as a result of their being featured in FOCUS Bulletins? _____ No
_____ Yes If yes, how many did you follow up? _____

Signature: _____

3025 -1280

# Feasibility reports

Feasibility reports

# FOCUS: Sharing Successful Projects

Feasibility reports

FY 1998-1999
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Feasibility reports

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# The Feasibility Reports

Four Feasibility Studies in the areas of Assessment, Recruitment and Retention, ESL, and Learner Resources were undertaken as part of *Focus: Sharing Successful Projects*. Descriptions of the projects reviewed, suggestions for modification, comments regarding their potential use are presented below.

## A. The Assessment Study

The following nine Assessment projects were reviewed by Lori Forlizzi: Project Drop In (1992); Prescribing Desk Reference (1995); Extending the Ladder: From CASAS to Work Keys Assessments (1997); Curriculum Update: An Adult Basic Education Curriculum (1990); Alternative Assessment Measures in Adult Basic Education Programs (1991); Learner-Centered Alternative Assessment of Student Progress (1994); Portfolio Assessment (1995); Modified Assessment for Adult Readers (1994); and Meeting the Needs of the Low-level Reader (1992)

- **Project: Drop In (Final Report) Project # 99-2013, 1992**

  Produced by: Carol Molek and Helen Guisler, TIU AEJTC

  This project developed and tested an intake process to help identify students who may be at risk for dropping out of the program and an IEP to address each student's educational goals and identified risk factors (for example, special learning needs, health problems, need for child care or transportation). An intake questionnaire and checklist and blank IEP are included in the report.

  **Comments:** The project did not focus on assessment; it would fit more under the topic of case management for Focus review.

- **Prescribing Desk Reference, Second Edition, 1995**

  Delbert Farrar, State of Arkansas

  These volumes identify teaching materials (from Contemporary Books, Steck-Vaughn Books, Steck-Vaughn Pre-GED 2000 Software, the Arkansas PACE Competency Cabinets 2nd Ed. materials, the IMPAC Computer Program 1994 edition, and the Skills Bank 3 computer program) that address student skills deficiencies as identified by the TABE Complete Battery, Forms 5 &6. For each set of items relating to a particular objective measured by the tests, the manual lists appropriate materials for addressing that objective.

  Blank forms for each segment are also provided to allow users to write in additional materials appropriate for each set of items that they have in their center. A blank form is also provided to be produced for each student, where staff can list the materials that students should work on.

Teachers could use this to prescribe instruction based on skill needs identified by the TABE and teachers and program administrators could use it to identify materials related to objectives covered by TABE areas.

**Comments:** The main problem with a project such as this is its limitations in the materials it can reference and the rapid obsolescence of the materials and the assessment. For example, TABE has produced Forms 7&8 which defines some of the subtests differently than Forms 5&6, so the assessment has changed. Also, a Survey edition exists in addition to the Complete Battery edition. Curriculum materials are constantly being produced and changing as well.

I don't think that in this form, this project would be very valuable to Pennsylvania, because it references an older form of the TABE. It would be ideal if TABE's publisher, CTB-McGraw/Hill, would produce a linkage system to materials, like CASAS' Instructional Support Materials, which is very comprehensive and frequently updated.

➢ **Extending the Ladder: From CASAS to Work Keys Assessments (Exec. Summary), 1997**

Patricia Rickard (CASAS) and Joel West/Joy McLarty (ACT) California

This document is the Executive Summary of the report of a study that examined the relationship between the Employability Competency System (part of CASAS' Workforce Learning Systems) and ACT's Work Keys system (a full report of the study is available). The Employability Competency System assesses the basic skills necessary for accessing the labor market (obtaining and retaining a job), while the Work Keys system assesses more advanced skills required by employees in workplaces. ACT and CASAS suspected that the assessments measured similar content and skills but at different levels. To explore this question, they conducted a content review of the assessments as well as an empirical study.

The assessments they chose for the research project were the CASAS Employability Competency System form 130 reading and mathematics appraisals and the Work Keys Reading for Information and Applied Mathematics assessments. They examined the content of these assessments and administered both the CASAS and ACT reading and/or math assessments to the same individuals. The content review found similarity in the content measured by the two systems, with the range of difficulty covered by the assessments differing while overlapping. The empirical study found that the Workforce Learning System scale (ECS measurements) extends below and differentiates more levels below the ACT Work

Keys system while the ACT Work Keys system extends above and differentiates more levels above the Workforce Learning Systems scale (ECS measurements). The authors concluded that the systems complement each other and can be used together to provide a continuum for skills assessment.

**Comments:** Program staff in work preparation and workplace literacy could use these assessment systems together to the benefit of their students. For example, for a student who needs some up-front work with developing job-related basic skills, the ECS system would work to provide the most comprehensive information for that student. Later, as this student prepared for or moved into a specific work environment, the Work Keys system could determine readiness or specific skill needs and could follow that student into the workplace. The results of the study show that program staff can estimate the level of skill that would be indicated by an assessment in one system based on a score from the other system. So, in an example the authors give, if a learner had taken a Workforce Learning System assessment, program staff could estimate how they would perform on a Work Keys assessment to determine whether it would be worthwhile for the student to take the Work Keys assessment at that time. This might be valuable in cases where the individual needed to meet a Work Keys standard for a new job or a promotion.

This report provides tables for program staff to use to estimate the level in one system that a student would be at based on a test score from the other system. A teacher, assessment specialist, or administrator could use the tables provided in the report for such decision making. However, I feel that they would need to have some support in using this linking system correctly. The study has some limitations that the report briefly describes (but does not go into in detail about) that impact how this linking system can and should be used that would be important for individuals trying to use it to understand.

This project year, Carol Molek has funding to train some state-level CASAS trainers in Pennsylvania and I will be working with her on this. We hope to identify people in each PDC region who could provide training and follow-up support to ABLE programs interested in using CASAS. I feel that the appropriate way to utilize this study in Pennsylvania would be to make sure that these trainers are aware of the study and how the results can be used and by whom. They, in turn, could provide technical assistance to ABLE programs interested in using these assessment systems in this manner.

➢ **Curriculum Update: An ABE Curriculum (Final Report & Curriculum Guide) 1990**

Jeffrey Woodyard and Victoria A. Hoffman, Tri-County OIC, Project # 98-0030

This project presents the curriculum guide developed by one agency for use by their teachers. The development of the guide was in response to a perceived need to bring new and part-time teachers and those at remote sites up to speed on the procedures and resources available to them -- information and procedures that the agency had gathered and built over time. The guide is broken down into several sections that approximate the progression of a student through the program -- intake and assessment, determining student goal areas and related competencies, choosing methods and materials, and what to do when a student is close to finishing. I need to study this more to determine how it might be useful to ABLE programs.

**Comments:** I don't immediately see assessment addressed except in the area of pre-testing. A second -- the information is very dated. The guide was developed in project year 1989 - 1990, and, for example, while the TABE is used as the standardized assessment by the agency, they used Forms 5 & 6 which have since been updated. The agency indicates that it plans to update this guide, so it may be worth contacting them to see if they have continued the effort. It appears that they link TABE competencies to specific materials, but this material is included in the Appendices, which are not well-labeled and hard to locate. Some may even be missing from the review copy I have. Several of the pages in this review copy had been pulled out of the three-ring binder and stuck in between other pages.

➢ **Alternative Assessment Measures in ABE Programs (Final Report), 1991**

Meryl K. Lazar and Rita M. Bean, University of Pittsburgh, AE # 3025-679, 1991

This project attempted to develop and implement informal assessment systems in four different adult education programs. One intent was for the information instruments to encourage adult learners in taking more of a responsibility for evaluating their own progress. One or two instructors in each site participated. Each instructor worked to determine the program's goals, instructional activities, and curricula, then to develop and implement informal assessments that addressed those goals, activities, and curricula or a subset therein. The project directors planned to statistically validate the informal assessments developed, but the large amount of time required for development of the instruments and problems in implementing them (high student absence and turn-over, for example) prevented them from

achieving this objective. The report includes descriptions of the participating programs, the goals and assessment needs identified by each program, and the instruments developed by each program (Appendix R in the copy I reviewed was missing).

**Comments:** I agree with the authors that instructors need training, support, and guidance in how to effectively implement informal assessment in their programs. This project appears to be a preliminary attempt on their part to study the process, difficulties, and successes of instructors as they incorporate informal assessments into their programs. I need to study this project more to determine how it can best be utilized. At this point I would say that this project does not provide a complete enough resource for or guidelines for developing and implementing informal assessments, although that appears to be the goal that the authors intended to move toward. I would like to contact them to see if they have completed further work in this area. I see the possibility that one function that our regional assessment trainers could eventually serve is to guide programs or teachers (taking the role that Lazar and Bean did) as they develop informal assessments to address their own needs. A manual or resource that could guide them as they do this would be extremely useful.

- **Learner-Centered Alternative Assessment of Student Progress (Final Report) 1994**

  Cameron Voss, Lutheran Settlement House Women's Program, # 98-4036

  This report documents how one agency used an inquiry research approach to develop and implement informal assessments in their Adult Basic Education classes (with pre-GED students).

  **Comments:** The process is documented in the appendices, which include sample instruments developed. My first impression of this is that it will be very useful, but I need to study it more to determine how and by whom.

- **Portfolio Assessment (Final Report), 1995**

  Brian D. Frey, TIU Adult Education and Job Training Center, # 99-5018

  This project developed a portfolio assessment process and format for four agency program/class strands: ABE Class, GED Class, Independent Study ABE/GED, and Family/Life Skills. This project was intended to be a model to agencies who wish to develop their own portfolio process and format. The report intends to document the development,

implementation, and evaluation process; however, to me, at first reading, the report as written is very difficult to follow.

It is accompanied by three portfolio formats (GED, Independent Study, and Family/Life Skills) and one student sample. The formats included competencies lists for each area that were developed as part of the project. The report did not clearly identify how each component included in the portfolio formats was developed or used. It said that the competencies lists were validated against the TABE and GED practice tests, but did not detail how this was done. It did not describe the types of informal assessments that were included in the portfolio to measure attainment of the competencies. It did not discuss whether pretesting and retesting with the assessments was done. It does provide a good summary of the positive and negative results in terms of implementing portfolio assessment in an agency.

**Comments:** With more detail, this could be very useful as a model, but as it stands it would be difficult for someone in another program to pick it up and use it as intended.

- **Modified Assessment for Adult Readers** (Final Report and Collage User's Guide) **1994**

  Gaie Isett Wilt, Mid-State Literacy Council, Project # 98-4043

  This project presents a User's Guide that includes informal assessments and assessment ideas for assessing reading, writing, and language abilities. A literacy council developed it and the User's Guide is intended for use by other literacy councils. At the first reading a weakness of the Guide seems to be that it doesn't provide a rationale for where the assessments and ideas would fit in an overall assessment plan. The Guide is divided into sections called: Collage Input, Picture Assessment, and Collage Output, but I don't understand the difference between input and output, and the picture assessment seems to be a page standing alone. Some of the assessments and ideas are self-explanatory, others are accompanied by some explanation, and others would require a reading or language arts background to interpret and understand how they could be used.

  **Comments:** This could be used by Coordinators or Directors of councils (or tutors) who have some background in reading or language arts, but large segments would be difficult for those without that background to use or understand.

- **Meeting the Needs of the Low-level Reader (Final Report and Guides) 1992**

  Maureen Cort and Jane Ditmars, Northampton Community College, Project # 99-2010

This project documented the establishment of a model program for adult beginning readers and provides two guides for literacy teachers and trained tutors who may want to set up a similar program or use components of the model program. The products include an Assessment Guide, which is a compilation of commercially-available assessment instruments that the authors tested with their population and found to be useful. Assessments are included in the areas of interest (focusing on attitudes toward reading), general achievement (Peabody Picture Vocabulary Test - Revised), reading level (several instruments included), and learning styles (four informal assessments). Each instrument is described on a page that includes information about it, including name, test objective, format, procedure, etc.

A second product is the Curriculum Guide, which was developed based on student needs identified through the testing and piloted during the course of the model program. The Curriculum Guide outlines a comprehensive and intensive approach to instruction for adult beginning readers, which is geared toward literacy teachers and trained tutors working with adult beginning readers. It includes class, small group, and individual instruction. Each day's activities include components that meet a variety of the participants' learning needs, and include (in the order that they came every day in the model program) individual counseling, self-esteem-building activities, reading and language arts, using the newspaper, and life skills activities.

The bulk of the Curriculum Guide includes materials that were piloted and found successful in the model program, including teacher-developed materials, real-life materials for the classroom, and published texts for the adult beginning reader (each within its own section). The Curriculum Guide is based on two previous PA 353 projects, How Adults Read and Field Guide for Literacy (noted in bibliography of final report).

**Comments:** This could be a very useful project to provide information about assessment to those working with low-level adult readers. This is a particular area of need in the state. I will need to study the assessments listed. I am not familiar with all of them. Is the information about the assessments up to date? One thing that is not indicated for the tests is whether they are standardized or informal assessments. The foremost area of concern now is standardized tests to use with this population, as the Bureau now requires standardized test data. I also need to delve into how the suggested assessments link to the curriculum. Need to do more work with this one.

## B. The Recruitment and Retention Study

The following 12 Recruitment and Retention projects were reviewed by Barbara Van Horn: Open Up a Life: A Written Recruitment Plan (1994); Project Enactment (1990), Literacy and You: Word of Mouth Recruitment Project (1991), Literacy Awareness Through Improvisation (1994), Moving the Worker into the Classroom (1991); National Education Goal #5: Marketing the Goal, (1995), ABE Speaker's Bureau (1989), Yearbook: Writing, Recruitment, Recognition (1992), Building A Citywide Network: Cross Training (1996), Understanding Our Youngest Students (1994), Retaining the Learning Disabled Adult (1995), and Improving Retention in Adult Basic Education and Recommended Strategies for Effective Instructional and Counseling Interventions (1991).

### ➢ Open Up A Life: A Written Recruitment Plan (Final Report), 1994

Karen Mundee, Greater Pittsburgh Literacy Council, # 98-4001

This standardized recruitment plan includes eight objectives with action steps for each of the objectives and provides a maintenance schedule indicating exactly when and how often a step whould be repeated. Objectives include the use of the media, social service agencies and the Speaker's Bureau, the establishment of a recruitment committee and site committees for all neighborhood sites, and the inclusion of volunteers as important members of recruitment teams supporting the work of all staff positions.

**Comments**: This project could be very helpful to programs in the process of writing a recruitment plan. The plan is detailed but not overwhelming, so a program starting on this task would not be discouraged. This project might be bundled with Making Connections information and possibly marketed as a useful EQUAL tool. It might be possible to bundle information in one of the video programs (e.g., Literacy and You) and ABE Speakers Bureau to make presentations to agencies with which they work in the community.

### ➢ Project Enactment (Final Report and Eight Skits), 1990

Marilyn Potter, Susquehanna County Volunteer Literacy Council, AE 3025-628

Project Enactment provided an improvisational theatre group that develops skits dramatizing the problems faced by adult illiterates. This project describes the eight skits developed and the process by which 29 performances were given to 3,400 people in the community.

**Comments**: This project has an interesting concept that seems to have worked in recruiting volunteers and tutors. The project was to be videotaped in the 90-91 year, but the tape is not with the report (I think I reviewed it for FOCUS one year, but I'm not sure it's the same video. The video, if it's the one I think I remember, could be usefu! for program recruitment, but it would need to be updated/redone to reflect better quality equipment. This project could also be turned into a website, but this could take a large amount of time. Response might be substantially different, because the personal contact seems to be important to the process (someone to get the discussion going). If the video is redone/repackaged with some discussion questions, administrators could use this as a recruitment tool.

- **Literacy and You: Word of Mouth Recruitment Project (Final Report and Video) 1991**

Monica Matthws & Paula Geiman, Mid-State Literacy Council, AE # 3025-680C

This project developed a professional quality 15-minute video and reference guide designed to acquaint human service professionals with the information needed to identify adults needing literacy services and make appropriate referrals. The video and guide were used to train 48 human service professionals from 24 agencies.

This video is aimed at the providers of human services and could possibly be used for businesses to recruit volunteers and help employees recognize possible signs of people who could benefit from literacy help and how to refer them. Because retention is an issue, this video is applicable and seems to be well done.

**Comments:** The booklet could be redone to make it more attractive, and taking out the test at the end might make it a more user-friendly document. It deals with the meshing of agencies and might be used with information gained by using *Making Connections* or with *Project Enactment*.

- **Literacy Awareness through Improvisations (Video and Tutor-Training Manual) 1994**

Marcia Anderson, Adult Literacy Lawrence County, 99-4009

This project produced a videotape for use in tutor-training workshops when live skits by volunteer actors are not feasible. The accompanying manual, Clues and Coping Behaviors, helps tutors or referring agencies identify adults with literacy problems. Seven skits present situations that may prove difficult for adults lacking literacy skills. The manual contains discussion questions to be used by the facilitator following the presentation of each skit.

**Comments:** The video appears stiff, and the "actors' appear to be reading their parts. While the idea behind this video is excellent, in its present form, it would not be effective. The skits could be redone with a more practiced group or perhaps with theater students for a more professional look. It seemed that some of the skits were in opposition to the skits in "*Literacy and You: Word of Mouth Recruitment Project.*" The booklet, however, is nicely done and could be useful as a model for the other projects.

- **Moving the Worker into the Classroom (Final Report and Handbook), 1991**

  Nancy Disario & Joan McMahon, Northampton Community College, # 98-1206

  The project staff contacted employers and participants in workplace classes in the Lehigh Valley to study effectiveness of recruitment practices, reasons employees participate in classes, and to determine the logistics of a workforce class and how to recruit more students. A 24-page guide based on the research can help companies interested in setting up workforce education classes as well as literacy programs desiring to run classes in the workplace. There are 11 brief guidelines for selecting an effective literacy teacher.

  **Comments:** The handbook is short, concise, and could be helpful for companies interested in forming these classes or reviving the classes already in place. The information gathered in the final report seems to be complete and gives start-up programs good ideas on how to begin this process. The booklet should be updated to make it more attractive.

- **National Education Goal #5: Marketing the Goal (Final Report), 1995**

  Carol Molek, TIU Adult Education and Job Training Center, # 99-5018

  This project initiated and implemented locally developed strategic planning to draw together resources within the comminity to create a better atmosphere for recruiting adult students and delivering adult services. While results exceeded objectives, so did the demands on staff time, which exceeded grant monies funded to deliver the program.

  The Final Report discusses how Mifflin County made literacy more visible in their community and steps they took to involve service organizations, companies, and alumni in this process. This document is in report form and is an informational document; however, the author could revise this document slightly and make it into a plan. I did not see included in the document any information on how this worked on enrollment helped.

- **ABE Speaker's Bureau (Final Report and Course Outline), 1989**

  Barbara Goss and Carol Molek, TIU Adult Education and Job Training Center, # 3025-552

  The Final Report provides an outline of the communications course used to train nine ABE students/alumni who made presentations to 20 community organizations.

  **Comments:** This project is complete. It could mesh with several of the other projects such as: Project Enactment, Open Up a Life, Literacy and You. It would also be an interesting way to recruit tutors and perhaps students for organizations. It seems to be successfully used as a dropout prevention program for at-risk teens.

- **Yearbook: Writing, Recruitment, Recognition (Final Report and Yearbook) 1992**

  Barbara Goss and Carol Molek, TIU Adult Education and Job Training Center, # 98-2059

  This project published a class yearbook to honor its GED graduates and provide students with experience in the writing process. The book is divided into a GED teacher section and one featuring student and alumni writings. It was produced by 21 program graduates and seven brushup studnets who designed the yearbook, decided which materials to include, recruited project participants, gathered the necessary information and photos, and organized the yearbook into its final format.

  **Comments**: This is an interesting way of keeping alumni involved in the programs, recognizing the achievements of the graduates and possibly a tool for speakers to take with them when making a presentation to a group which has a limit on the time available. This project is complete and doesn't seem to require any changes. It could be paired with the Speaker's Bureau. The students are writing a success story anyway, and the public speaking experience could be helpful for graduates to have.

- **Building A Citywide Network: Cross Training (Final Report and Directory), 1996**

  Diane Inverso, Mayor's Commission on Literacy, # 98-6020

  This project built citywide information networks in three regions of Philadelphia in order to inform social agencies about adult education, train literacy providers about the services offered by the agencies, and provide better support for adults who need both educational and social agency services. A series of citywide breakfast meetings were held to discuss broad issues, and three regional meetings were held to detail specifics of facilitating services

to clients. As a result of this planning, a regional model fair was held, a resource network and exchange were developed, and a directory describing service provider agencies and contacts produced.

**Comments**: The package is complete and detailed. It could benefit others forming partnerships with local agencies, and it might be used for planning and needs assessment for programs, depending upon the locale in which this document is being used. It could be made into WebPages and contain forms to collect data on the Internet. It could also be turned into pdf files now and later made into websites for programs where technology is not yet available. This project is useful now, as the importance of the link between ABE providers and services for participants becomes increasingly important.

- **Understanding Our Youngest Students, (Final Report and Workshop Guide) 1994**

Helen Guisler and Carol Molek, TIU Adult Education and Job Training Center # 99-4028

Five workshops on understanding and working with at risk youth are detailed in the final report; including understanding developmental tasks and needs; curriculum-based assessment; learning strategies for late adolescents; dealing with discipline problems, and a discussion of case studies. There is a detailed description of each workshop, a list of resources that address the topic covered, and easily duplicated handouts.

**Comments**: This project seems up-to-date and well thought out. The problem of dealing with at-risk youth in the ABE/GED programs still exists, and staff development in this area seems prudent. The workshops could be condensed into two days, but you would lose the opportunity to discuss the applied experiences. On the other hand, in the interest of time, this might make it a more usable project. This project could benefit all programs, and Valentine is still in use in many school systems in one form or another. The materials may have to be updated but it should be minimal.

- **Retaining the Learning Disabled Adult (Teachers' Handbook) 1995**

Diane Hawkins and Richard Ramsburg, Frederick County Public Schools MD

This handbook is designed to address teachers' most common questions about learning disabilities.Section I describes traits shared by adults with special needs. Section II details 8 catagories of learning disabilities, Section III provides informal learning modality assessments and provides information on referrals, and Section IV includes a list of practical

strategies for teaching special-neeeds adults. An annotated bibliography, a glossary and a list of organizations and agencies complete the handbook.

**Comments**: This project could be revised to create a workshop for staff members on assessing and teaching learning disabled adults to make their experience a successful one. It should be revised to make it more user- friendly. It includes a lot of information helpful for tutors.

- **Improving Retention in Adult Basic Education and Recommended Strategies for Effective Instructional and Counseling Interventions (Final Report) 1991**

  Allan Quigley, Penn State University, Monroesville AE 4100-106

  In-depth interviews were used to compare and contrast the attitudes of 20 ABE students who persisted in their studies with 17 Reluctant Learners who dropped out in the initial three weeks of class without citing illness, lack of day care, or financial problems. The study identifies characteristics of reluctant learners and calls for a reexamination of the role of the ABE counselor, the one person Reluctant Learners related to. A carefully planned intake process was recommended to identify those who fit the pattern of Reluctant Learners and provide early intervention

  **Comments**: This project reads like a thesis. There has to be an easier way for providers to get this information. The concepts are interesting, this is not helpful to practitioners in its current form.

c. The English as a Second Language Study

The following eight ESL projects were reviewed by Carol Goertzel: ELM Branches Out: An Integrated Language and Life Skill Competency-Based Curriculum (1993); What Does That Mean? An Introduction to American Idioms (1993); ESL: Reading in a Skills Curriculum (1990); Bridging the Gap: A Transitional Program from ESL to ABE (1990); ESL Online Action Research (1996); The Exploring Culture Manual (1993), and An Adult ESL Curriculum (1994), and On Speaking Terms (1994).

➢ **ELM Branches Out: An Integrated Language and Life Skill Competency Based Curriculum (Final Report and Curriculum), 1993**

Eleanor Bell, Northampton Community College, # 3025-861.

This comprehensive curriculum is a very useful resource for teachers and teacher trainers. The introductory material would need to be updated before replication. The sections on employment related issues are neither current enough nor extensive enough in light of the new TANF welfare reform guidelines. The instructions for usage need to be more user friendly and extensive. The ELM curriculum is relevant to the needs of current ESL students, but the referenced information and format need to be updated. The resource lists in the back of the manual are excellent, but outdated, and need almost ten years of updating.

A revised and updated product could be utilized in summer institute training is a guide to competency development of ESL students. The revision required is rather extensive, but would greatly assist programs in the planning of instruction linked to the BEST test, as well as the development of student English and life skill competency. There is, however, little reference to cultural issues that may arise in a life skill class and no instruction on the development of competencies in a multi-level ESL classroom. An updated version would have to include an interpretation of the new laws, regulations, and expectations regarding 'aliens' and public assistance.

*Recommendations*: There needs to be a evision of the literature review to include data and research in the 1990's, based on the 1990 census and on other published materials. The commentary on Women and Literacy should reference the TANF based welfare reform guidelines and issues. Information on CASAS should include developments of the past ten years (p.15)

The Resources (p.23) should include more recent materials easily accessible. The resources noted throughout the text need to be updated, as people will both not easily access, nor be interested in 1985 materials, even though they may be excellent, unless especially noted for their enduring excellence.

1. Shopping, Chapter 4, could include reading ATM machine information
2. Sections with vocabulary and concepts related to job training, daycare, and school-related information would be helpful and current. (after p. 41)

3. Add work, career in country of origin to the listening, speaking areas (p.42)
   a. Add partner to the vocabulary (pp.47, 48) and maybe uncle, aunt, grandparent.
   b. Add Martin Luther King Day to the list of federal holidays (p.50).
   c. Add split shift, part-time, full time to work related vocabulary.
4. The health section might include HMO related vocabulary and referral questions. Exercises might include those dealing with voicemail issues (p.61)
5. The shopping section (p.79) could include microwave related vocabulary and instructions
   The intermediate housing section should include Section 8 information.
6. Recreation (p.93) should include 'surfing the web', computer games, etc.
7. The money/banking section should include CD's and other options currently available and included in mailings from banks to customers.

**Comments:** The ELM Curriculum is the most relevant and easy to use comprehensive material reviewed, not duplicated in the traditional marketplace. The updating required is substantial, to adequately reflect technological and socio-political changes of the past fifteen years. However someone from Northampton could easily make the changes or additions page by page. The literature review would be more time-consuming, but has possible already been completed for other purposes. It remains an excellent tool worthy of updating. I would recommend that Northampton edit, augment and bundle to materials in the three manuals.

- **What Does That Mean? An Introduction to American Idioms, (Handbook & Video) 1993**

Mary Ann Eisenrich & Ellen McDevitt, South Hills Literacy Improvement Center, AE# 3025-893.

This manual contains a clever compendium of traditional idioms that would be extremely difficult for a non-native English speaker to understand. This video, designed to be used with the Cultural Literacy Handbook, an illustrated guide to 110 American idioms, contains 25 dramatic vignettes using 25 idioms.

It is based on a survey of 50 idioms administered to ESL students and supported by the student handbook and an illustrated facilitator's handbook. The video contains stop time -

when the classroom teacher or tutor stops the tape and engages the students in discussion. It is professionally done with sound and video effects, original music, and professional actors and actresses.

*Recommendations*: The pictures in the Handbook need to be revised to reflect a more multicultural student body. The examples tend to be sexist in gender reference. The manual is extremely useable, with the revisions recommended. Some idioms related to 'new language' of welfare reform and workforce development might be added to the repertoire.

A spiral binding would make the notebook easier to use and the booklet that contains the text of the video should be reformatted to be easier to read and look better, in accordance with current computer capabilities.

Include a section on "Welfare Reform", as it relates to immigrants, utilizing the current vocabulary of "work first, "daycare" (which can be during evening hours), etc.

Vary the pictures by culture and race, e.g. on pp.3, 5,7,9,11,13,15,17,etc., on odd numbered pages, all depicted are white, with straight hair. Pictures should include Africans, Latinos, Russians and Asians as well.

**Comments**: The booklet and video are easy to use, and would still be enjoyed by students and teacher alike. This is an excellent book, which with more current type and diversity of example should be reprinted and distributed. The humor utilized is wonderful. South Hills should be contacted for an estimate of the cost of design upgrade and a few additions to the materials.

- **ESL: Reading In A Skills Curriculum (ESL Text and Literature Review), 1990**

Judy Rance Roney and Beverly Martin, Northampton Community College, AE 3025-627

A 10-chapter intermediate-level text featuring a whole language approach to ESL is the centerpiece for this project which includes a research report on ESL learners' reading needs and discusses their goals, cultural perspectives and learning styles. The Text is targeted to both teachers and trainers, and remains relevant in terms of the special considerations required to effectively teach ESL, especially to those not literate in their native language.

**The Textbook**: The textbook for intermediate students remains a solid resource. One would need to review current commercially produced materials to ascertain its uniqueness in terms of whole language approach and issues approached through the stories. There are no

exercises presented to accompany the text, although numerous questions and some suggested activities are included.

*Recommendations:* The adult ESL reader may not be a 'he', and the somewhat sexist language could easily be replaced by neutral terms. The literature review would need to be updated from the 80's if this manual were to be revised.

The issues related to new welfare regulations, downsizing of jobs, neighborhood violence, and other issues that may have become of greater import in the past ten years should be added to the text. There is a strong emphasis on education and 'differentness', which continue to be issues of concern. The text is not particularly relevant for a summer institute, but depending on ESL texts commercially available, if replicated with better type and spacing, it could be a helpful resource for teachers. An accompanying workbook would be helpful.

In the textbook (p.11), 'The Changing American Family', the fact that women may want to work for their own satisfaction, and do have more opportunities open to them than in the past, is not acknowledged either in the story or in the questions posed. The authors may want to add a paragraph and a few additional questions to this section.

In the textbook, Reading #1 on p. 15 is fine, but a reading on an American Chanukah celebration might be appropriate also. The Teacher's Guide section on p.88 could be revised to reflect greater multicultural sensitivity, in terms of Kwanza and American Latino celebrations of Christmas.
Chapter 6 could include a protagonist who is a single head of household, as many students are.

Chapter 9 should be updated to include the processes required by the HMO healthcare system. The emergency room procedures have changed in that you must notify your primary care physician or you will be billed for the visit.

The Teacher's Guide (page 107) could include some comments about managed health care, having students role play different experiences working with the current health care systems. Reading #2 suggestions could include the new state plan to cover children, but not the parent in lower income earning families. A student could research the regulations and discussion of work, benefits, and the current healthcare system could ensue.

**Comments**: A decision will need to be made regarding the research section of these manuals. The research and guidance provided is excellent, though dated. It is still relevant to teachers today and could be distributed with an updated introduction emphasizing the continued relevancy of the information generated for both ESL and ABE teachers. The introduction might cite more recent text. The materials and philosophy were tested only on a transient class of twelve, thus not validated in terms of results. However, if the philosophical text were pulled from the whole it would remain a great introduction to ESL teaching.

Rewriting of the Manual does not make sense, as the information is valid. A new research piece could be commissioned as an addendum to the material presented, but may not be necessary. There is still interest from the projected audience as ESL continues to be a need for learners in Pennsylvania. The research would be both relevant and interesting as a session in the ESL Summer Institute. The Textbook is a valuable resource for ESL and ABE teachers alike, and with the few additions or changes suggested, reprinting is recommended.

- **Bridging the Gap: A Transitional Program from ESL to ABE (Student Manual) 1990**

Judith Rance Roney, Northampton College, AE 3025-589

The targeted audience of 'Bridging the Gap' is ESL students who have completed the beginning levels of ESL, are transitioning into traditional ABE classes, but still having some difficulty with high school (or 8th grade) level reading. The discussion about the needs and concerns of the students, and effective teaching and feedback mechanisms is especially good and remains timely and relevant.

Given that students expressed difficulty in understanding newspaper articles, a revision could include timely news articles. The classic story summaries used and questions posed seemed excellent. One would want to review available literature for inclusion in a revision, like excerpts from "The Color Purple" and other renowned novels from the past ten years.

*Recommendations*: Bundle 'Bridging the Gap with the other Northampton ESL curricula discussed above. The introductory pages discussing the project, pp.1-10 could be deleted, as could pp. 12-15. An introduction stating the use of the questionnaire would be needed.

The selected lessons, beginning on p.33 would give teachers fine materials, with the usage process explained. Most of the material previous to p.33 discussed this particular project.

A summary page delineating the impact of the use of the readings and discussion included in this manual is all that would be needed for widespread dissemination.

**Comments**: The selection of materials is excellent. Adding selections from one or two recent 'classics' would make the reprint and supplement even stronger.The content should be somewhat updated, although that included remains 'classic' and timeless. For inclusion in a summer institute, both the material and the continuing need for specialized support for moderately advanced student for whom English remains a second language should be presented. A revised product could be promoted in ABE as well as ESL classes and through training for teachers. The current ESL materials available form the traditional publishers for this level of ESL student should be reviewed before a revision and reprint takes place.

- **ESL Online Action Research (Final Report), 1996**

Sandy Strunk, Lancaster Lebanon IU 13, # 98-6008

Five teams of ESL practitioners were linked together at sites throughout PA to identify problems, situations or concerns within their own practices and use them to carry out action research projects. All participants met for a day of training prior to beginning their research. Technology training included an introduction to the Internet, America Online, e-mail and online chats. Funding for 10 hours per month of online time through AOL was provided. In addition to 7 completed studies, the major gain was in new ways practitioners perceived others and new ways they perceived themselves.

**Comments**: This research project would be worth reading to be sure not to duplicate issues that arose through online collaborative work in the project described. The conclusion that it took longer than expected to develop the project and the appropriate software, yet those who did connect with others felt the communication worthwhile is what one would expect. The project should only be included in a compendium of attempts of computer-based adult education communication projects, not particularly as an ESL project.

- **Exploring Culture Manual (Final Report and Curriculum Packets), 1993**

Rose Brandt and JoAnn Weinberger, Center for Literacy, AE 3025-864

The 'Exploring Culture' manual is a compendium of writing based on the experiences of students living in different areas and situations in Philadelphia. Only one section is related to students from non-American cultures, or from cultures that are not African-American. The

manual is the result of a very worthwhile project of students writing about their own experiences and that of their families. It is not a workbook for others to follow or develop. The classroom and group exercises would be appropriate for any teacher to utilize, but not as particular to an ESL setting.

Some of the exercises would be great to recommend for creative writing and the building of classroom cohesion. They could be included in a booklet of suggestions for classroom discussion and writing exercises that build cohesion and commitment to the class itself, and respect for one's neighborhood and one's personal history.

*Recommendations*: The Introduction should include two pages describing "How-To' use the methodology to develop materials with students that describe their own experiences and their own cultures. A template should be developed illustrative of the materials that can be developed before reprinting (or in an addendum).

**Comments**: This manual is not particularly an ESL manual, although developing the type of exercise described could enhance student involvement and commitment to the class, and develop mutual cultural respect in a multicultural ESL classroom. Thus, the 'Exploring Culture Manual' could be included in an ABE creative curriculum or student-centered curricula section or ESL, dependent on the definition of areas.

- **An Adult ESL Curriculum (Curriculum Guide) 1994**

Dianna Deaderick, South Carolina Literacy Resource Center, SC

**Comments**: This is an excellent guide with specific classroom exercises and lesson plans which should be available for all new ABE teachers at each PDC. Although there are specific exercises appropriate for ESL students, this is not an ESL manual, and there is no reference to learning issues related to those learning English as a Second Language. The Literacy Center should be asked if the referent materials list at the end of the text has been updated to include materials published in the past five years. If not, the publishers should be contacted to ensure product availability.

➢ **On Speaking Terms (Guide to Phonics), 1994**

Gloria Gillette, Euclid City Schools, Ohio

Both the process and the product produced by On Speaking Terms is worthy of note. By offering ESL teachers an opportunity to share their talents and experience, this project demonstrates collaborative learning at it best. The result is a simple pronunciation guide to English language instruction that can be readily reproduced, understood and used by ESL tutors and teachers who have not had extensive training in linguistics or foreign language instruction. Major areas covered include an overview of linguistics, individual sounds of English. Linguistic interference examples are given for 20 different languages.

**Comments**: Every PDC and both the Harrisburg and Western Pa. 'ADVANCE' should have a complete copy of 'On Speaking Terms' for teachers and counselors to use, to use as a reference, to duplicate. There is no other text that incorporates as much detailed information regarding grammatical and pronunciation differences among so many languages as this text.

D. Learner-Based Curriculum Resources

The following 12 learner-based curriculum projects were reviewed by Carol Goertzel: Teams Need Training (1995), Obtaining and Retaining Employment: Skill Development (1990); Learning for Earning (1990); Silent No More: A Multicultural Approach to Recent American History (1992); Adult Literacy Student-Driven Support Network (1989-91); Coping and Learning (1989); Student Legal Issues (1993); Health Promotion for Adult Literacy Students: Women's Health and Child Safety Guides (1994); Math Employment: A Math Curriculum for Word Problem Solving (1990); Study Skills for Single Parents (1992); Exploring New Territory: Activities and Resources for Geography Instruction (1993); and Sharing Literacy Models: Deaf Adults, Deaf Children and their Families (1994).

➢ **Teams Need Training (Final Report, Student Curriculum and Guide), 1994**

KayLynn Hamilton and Edith Gordon, Centre IU 10 Adult Development Center, # 99-4007

The TNT training includes contains many useful exercises, as well as a Myers-Briggs description of group participants and the roles they play. There is a thorough description of team development, including methods of group conflict resolution and problem-solving. The

leadership section and activities would be fun and instructive. The relevance of the team training to the current outcome-based adult education classroom is unclear.

The exercises would be great reformatted to a softcover booklet with group-building exercises that targeted enhancing classroom dynamics and students' commitment to each other in the classroom setting. Some of the exercises could be instructive in preparing students for work, through increasing understanding of roles people assume, and problem solving techniques that might serve them well in a new work environment. Some exercises might be used in EQUAL staff meetings, to encourage group work amongst the teachers.

**Comments**: It would not be worth great expenditure to duplicate this book of group dynamic exercises but if the best exercises, tested in educational settings, could be put into easy-to-use format, it could be useful and handy for teachers. Producing the best exercises as a "Guide to Building Group Cohesion" could be extremely useful. Dissemination of such a guide to every adult education classroom would encourage those teachers less skilled in group dynamics to enhance the class experience for their learners.

- **Obtaining and Retaining Employment: Skill Development Beyond the Basics, (Final Report and Curriculum, 1990**

Carol Goertzel, Lutheran Settlement House, Philadelphia, AE 3025-638

The curriculum features student stories from current and former welfare recipients about the attainment and retention of employment, barriers faced, those that continue and those that are overcome and preparation for promotional opportunities that create a path toward self-sufficiency, would be extremely relevant and useful today..

It is interesting to note that the issues raised in this 1990 survey of both employers and students are the same as those facing both employers and TANF recipients moving from welfare to work, with the advent of welfare reform. Employers remain concerned about punctuality, communication skills, problem solving skills, and employee attitude, 'new' workers have the same issues with coworkers, supervisors, and work expectations.

**Comments**: It would be important to review the current job readiness curricula available from the 'traditional' marketplace to ascertain if there are other texts where students, through their writings, are speaking to others about their issues and their overcoming of issues related to entering or reentering the workforce and retaining a job.

If not, this would be excellent to upgrade and replicate with current students who are receiving TANF, some of whom have not reached their two year timeframe, some of whom are working twenty hours per week while attending class, some of whom may be in a family literacy class, preparing to enter employment and teach their children. The curriculum could not be reprinted as is, not because of lack of relevancy, but because of the need to be timely in terms of welfare reform

- **Learning for Earning: A Basic Skills and Employability Training Manual for Adult Students (Final Report and Curriculum), 1990**

  Carol Goertzel, Lutheran Settlement House, Philadelphia AE 3025-638

  The content in this curriculum focuses on women workers and features role-playing to learn appropriate behavior in difficult work situations. It encourages students to think critically in order to assess their own interests, skills and work behavior.

  **Comments:** *Learning for Earning'*, bundled with *'Obtaining and Retaining Employment'*, upgraded for increased salary levels, welfare reform, and computer presentation currently available, would be a valuable asset to curriculum in Pennsylvania. One would first need to review commercial materials available to ensure lack of duplication. I have not, however, seen similar materials. The department would need to contract with someone with access to students living through welfare reform and workforce development, who would also be able to use much of what is included in the curricula developed already. This should not be too costly.

  The historical perspective of some of the workers' stories in "Learning for Earning' would be instructive to retain, but adding a story from the 1970's and 1980's. This may help students know that the struggles of low wage workers have occurred throughout this century, but people still worked and kept their jobs, and determined how to work for promotions or prepare for better paying jobs. The stories about the challenge of nontraditional employment and about the working secretary who dreads her job, as she goes to work every day, provide excellent opportunity for classroom writing, discussion, and problem solving. The union organizing and triangle shirt factory stories have a good historical perspective. The current issue of nontraditional childcare needs for those doing shift work would be covered in a story. The references to DPA would need to be in the historical stories, footnoted to current public system nomenclature.

Pages 36 and 37 include easy to read and use discussions about career goals and work choices. The 'Waitressing' story is both instructive and realistic. The History of American Women Working on page 3 and 4 could easily be updated with 1990 data. I have not seen this conceptual level of material available for adult basic education students, and believe it may assist students moving from welfare to work, to see themselves, and current policies from the perspective of past women working and looking toward the future.

- **Silent No More: Lessons From Our Past: A Multicultural Approach to Recent American History (Final Report and Curriculum), 1992**

  Carol Goertzel, Lutheran Settlement House, Philadelphia AE 3025-791

  This project developed an 8-chapter multicultural American history text. Written at a 5-9th grade level, it focuses on the migration of African Americans from the South to the North, the important role of women working in World War II defense factories, the Civil Rights movement and questions of non-violence, and postwar adjustment issues surrounding the Vietnam war. This text includes students poems, songs, writings and oral histories. There is a bibliography of resource material instructors can use to encourage oral histories.

  *Silent No More* is an unusual compendium of stories from students who lived through different eras in twentieth century history. Langston Hughes takes on special meaning in the historical context of this text. Almost all of the writings are by students themselves, and are extremely honest and moving. The summary of the historical events is clear and referenced. The answer key in the back is clear.

  *Recommendations*: One might add 'welfare reform' as another major event, yielding major change in American systems and culture. The current G.E.D. exam on social studies could be reviewed to ensure no major historical events were not included. The maps are great, but I would add a map from the 1990's that reflected the changes in Europe, the Soviet Union, and Africa in the past ten years. This is an unusual text, reflective of both historical events, social movements in American History, and the impact on the families not usually talked about in history books, poor and low-income people and their families. The period from the first world war through the women's movement is covered, with writings from students of differing ethnic and cultural backgrounds. Possibly a section on new immigrants, or writings from formerly homeless people, in a section on current issues might be included, but there is a strong reason to remain in the context of significant historical events.

**Comments**: There is no commercially produced text that I have seen that augments the teaching of history through stories of adult education students themselves, as well as poems and short stories from well respected authors. It should not be too costly to reproduce, upgrade to computer quality, add modem maps (leaving the old in tact for historical reference, and add student experiences from any significant or era not currently covered. If revised accordingly, I think wide distribution, would be warranted, and the text would be relevant to teachers and students alike both in terms of material necessary to learn for the G.E.D. exam and for general knowledge.

➢ **Adult Literacy Student-Driven Support Network (Final Report and Guide), 1989-91**

Judith Aaronson and Anna Marie Kuchta, Pittsburgh Literacy Initiative, # 98-1052

This project was designed to encourage the development of new reader support groups in the Pittsburgh area, and to prepare a manual expressly written for new readers that would spell out the role of a leader in establishing and maintaining such a group. The manual includes such topics as how to start a support group, how to lead the group, tips for a successful group, your first meeting and how to get more students involved.

**Comments**: While the project itself, to expand support group activity for new readers, was not so successful, the guide to forming support groups is practical, easy to read, and would be appropriate for students to use, as they are organizing to support learning. If the department was able to support a series of guides or 'how-to's' for teachers' use, this text would be excellent reformatted into a 8" x 5 1/2" handbook guide on forming a support group. A teacher or tutor would probably need to take the lead, make sure there is a notebook, and guide the student leaders through the group development process.

In the context of welfare reform and pressure to gain employment often rather quickly, and new healthcare systems (HMOs) the guide could add a section on how to access information that would help students support each other through changing public systems. Thus a support group would have a function exceeding that of supporting new readers in their reading, but a purpose that supports behavior that may be expected in the workforce, and support in understanding new systems as systems, depersonalizing somewhat the confusion often created.

➢ **Coping and Learning: A Life Skills Workbook (Compendium of Materials), 1989**

Brown, Long, Coles and Goldrich, Philadelphia School District, AE 3025-558

This is a wonderful compendium of materials for counseling female single parent out-of-school youth. Topics are timely, broad-based, progressive and positive. They are for tutors and teachers to select not for students to use on their own.

The breadth of material covered is excellent from child development to Sojourner Truth, to a discussion of assertiveness v.s. aggressiveness to family life. However, the type is different, often on every page and the presentation is 'sloppy', with print often so poor and/or so small as to be unintelligible. Each chapter is numbered separately.

The exercises are often excellent and the compendium combines materials often included in very different curriculum materials, but not in one place together. The exercises for students and readings for teacher are combined, by category, into each chapter. The reading level is fairly high. "The Transformation of Silence into Language and Action" is on a college or senior high school level, with page 2-8 not following 2-7 and no discussion about the issue of being told one might have cancer, and reorganizing ones life as one waits for results.

**Comments**: The level of organization, reorganization of the text, and amount of rewrite to make it a student workbook is not warranted by the curriculum. It brings, however, interesting reading, and I enjoyed much of the readings and materials presented.

The cost of creating a life skills workbook of this breadth would be great, and one would have to start from the beginning, A suggestion could be made to teachers to collect and collate life skills materials and interesting readings for their students with suggestions of the variety of materials that might be included (another how-to for teachers).

➢ **Student Legal Issues (Final Report on Workshops and Curriculum), 1993**

Carol Molek, TIU Adult Education and Job Training Center, #99-3031

This project trained ABLE staff to identify students' legal problems that need to be referred to legal service personnel and to recognize those problems where adult learners could help themselves. Issues covered included housing, public benefits, health matters, consumer, employment and family law. The material developed for 3 workshops presented to 60 students was written at or below 6th grade level and is included in the final report. Subjects

covered include hospital discharge rights, how to make a good first impression in court, custody law, and the mobile home park rights.

*Recommendations:* The legal issues curriculum is as relevant for students and teachers today as in 1993, if not more so. The problem is that there have been so many changes in issues, social context, and legal issues that affect adult education students, that the manual would need to be seriously revised and upgraded.

The system of family law may have changed only insofar as changes in child support payment process for those receiving public assistance; the laws related to domestic violence have changed in that the police do not have to directly observed the violence to arrest; the laws regarding public assistance, what used to be AFDC, have changed dramatically.

Information on current laws would be extremely helpful to students, counselors, and teachers. The Keystone Legal Services, Community Legal Services or Women's Law Project (located in Philadelphia) would need to review and revise the materials. As students are navigating new laws and expectations, knowing their rights and their obligations would be a great asset. If teachers were trained in basic legal tenets regarding issues that affect their students, they could help students know the law, know where to go for information, and advocate for themselves.

Since each county in Pennsylvania has a different system of legal presence and delivery of service in the areas addressed, it would be helpful if the guide could make clear which laws and systems are universal for Pennsylvania, where someone goes to determine how their county operates, and which policies are related to the particular counties covered.

**Comments**: A legal guide that adult basic education students could read and utilize to develop communication, research, and writing exercises would be incredibly useful. Reproduction, upgrading, and revising the'Legal Issues Guide" should not be extremely costly. Every PDC should have more than one copy on hand and programs should be able to 'access' copies for their teachers.

➢ **Health Promotion for Adult Literacy Students: Women's Health and Child Safety Units (Curriculum, Teachers' Guide, Video and AudioCassettes), 1994**

Barbara Smith, Hudson River Center for Program Development, New York

Both the Women's Health and the Child Safety Curriculum Guides and student workbooks continue to be excellent resources for students and teachers alike. The Health Promotion for Adult Literacy Students series produced by the New York State education department in the early 1990s continues to be unduplicated. The material is well presented, with appropriate vocabulary level, clear textually, and covers material relevant to students and their families' health.

*Recommendations*: The section on AIDS probably needs revision because of the recent advances in treatment. A section related to navigation of the NIHO system, describing how the new system(s) work would be timely. The resources listed are for New York. If these materials were to be recommended for widespread Pennsylvania use, it should be recommended that programs develop or obtain a list of local resources to distribute to students. The worksheets are simple and useful. While the material covered is not specifically that of the GED test, the process of listening, reading, learning, recording information, following directions, etc. is relevant to both the test and work readiness skill development.

**Comments**: It would be extremely useful if every PDE could have these materials that would be available to teachers and could in full, or part be used with students in the classroom. It would not necessarily be worth the investment of funds that would be required to create these materials for Pennsylvania through the Department of Adult Basic and Literacy Education. It many, however, be worth talking with the Department of Health about the development of similar materials for use across the state with vulnerable families and adult education students, as the prevention aspect for both women and children is clear, and there is a statewide issue of parents' utilization of healthcare and knowledge of safety issues with regard to their children.

- **Math Employment: A Math Curriculum for Word Problem Solving for Adult Learners, (Final Report and Curriculum), 1990**

  Edith Gordon, CIU 10 Development Center for Adults, Clearfield AE 3025-635

  *Math Employment* is designed to help adults who are not necessarily visual learners strengthen their word problem solving skills so they can pass job placement or continued education entrance exams. Nine units range from percents and ratios to using formulas in geometry. This is an excellent curriculum, with examples to which students can relate. It covers the breadth of areas of math included in the G.E.D. exam. The pre and posttests are a wise addition to the curriculum. The chapter that requires students to describe the mathematical operation to be used is good. The chapter on measurement is both descriptive and clear. The chapters dealing with geometry provide clear examples of basic geometric figures and functions.

  *Recommendations:* The presentation would need to be upgraded and some of the examples moved into the 1990s. The main issue in deciding whether to upgrade and replicate the curriculum is related to whether the materials are commercially available, the cost of upgraded replication in a booklet format, and being sure the word problems are not dated. As a supplement to commercial materials that include more practice pages, it appears to be very useful because such varied mathematical applications are included.

- **Study Skills for Single Parents (Final Report and Skills Manual for Workshop), 1992**

  Edie Gordon, CIU 10 Development Center for Adults, Clearfield # 98-2022

  This 18-hour course prepared single parents and displaced homemakers to pursue continued education or enter job training programs. Final report contains a highly-organized skills manual which addresses the core competencies of: time management, problem solving, discovering temperament and learning styles, recognizing values and setting goals, test-taking, note-taking, and outlining. Each unit contains objectives lesson plans, methodology, and participant handouts and worksheets that support the suggested activities. Includes a bibliography and pre- and post-tests.

  **Comments**: The materials, to be utilized in three-hour workshop segments,are excellent but the presentation is awkward and pre-modem computer era. The typeface and size of type is different for different chapters.

There are references that belie the era of materials, for instance the referral to shorthand in the note taking section. The section on time management refers to working at a desk job, with discussion of organizing your papers. It is not clear who the audience for some of the materials is. There is an assumption that people are writing letters to family members regularly. On page 85, the household tips include a recommendation to hire outside help, such as housecleaners if you can afford it. If the target population for the text were poor and low-income students, the time management section would need to be revised with different scenarios and suggestions. If the target were single heads of household with children, this section would also need to be rewritten.

On page 108, the pay rate stated is $4.50/hour, before the minimum wage was raised. The page "Who owns the problem" would be appropriate in any timeframe.

**Comments**: Basically, the materials and the workshop topics are excellent and would be an asset to a program as an education-relevant study skills guide. Single parents and single pregnant women do not seem particularly targeted in the examples. The text would need to be reviewed page by page for current relevance and reference. The cost might not be too great, and the need remains present for workshop series' focused on study skills. The material presented might just be reflective of the West Decatur population. If this curriculum were to be reissued it should be bundled with another life skills workshop set or study skills set.

- **Exploring New Territory: Activities and Resources for Geography Instruction (Curriculum and Teachers' Guide) 1994**

Daryl Gordon, Lutheran Settlement House, 98-3030

A 74-page manual, Exploring New Territory, provides teachers with strategies, techniques and activities for presenting geography as a field connected to adult learners. Units on States in the US and Countries and Continents follow a chapter on Local Geography. Map basics are presented first as a foundation for each unit. Each lesson contains a list of objectives and a description of activities. Exercises and activities can be used in sequence or intersperced with current events or social studies lessons.

*Recommendations*: This is a short, but excellent text making geography real for students. Current maps would need to be incorporated if this curriculum were to be reissued. The

reading of weather maps is clever and useful. The section on researching neighborhood history, though a fun oral history project, is not related to geography. The utilization of local maps would be helpful to students, but makes the geography text community-specific.

A resource booklet with some of the core geography exercises presented would be very user-friendly for teachers. If the reading of public transportation maps and systems were incorporated, it would be helpful for students looking for work. If daycare centers were located on a local map, it would be most useful. It is true that students often have very little geographical understanding of cities, states, and countries. The exercises presented would break down those spatial barriers.

**Comments**: This text is Philadelphia specific and an exercise guide for teachers might make suggestions easy to follow in any community that could augment geography exercises that are more universal. It is unclear that this would be worth the investment, although a valuable idea.

- **Sharing Literacy Models: Deaf Adults, Deaf Children, and their Families (Final Report, Curriculum and Video), 1994**

  Robert Anthony and Rosemary Garrity, Center on Deafness, Pittsburgh #98-4048

  This project produced a 20-minute video program, three learner booklets, an instructional guide, and two 5-hour workshops designed to encourage deaf and hearing parents to communicate with and to read to their preschool deaf children. The video is extremely professional even though it uses "real" parents and children. The three booklets (Infant, Toddler, and Preschooler) illustrate communication strategies that are effective with deaf infants as well as with five-year old children.

  **Comments**: Based on the tape and the project report it seemed that the video, as part of the workshop series, was effective. The benefit in terms of literacy models presented, seemed to be in the entire program and workshop exercises developed and implemented. From the video and the project report themselves, it would be difficult to duplicate the workshops presented. This would be a good reference of which to apprise programs, but they would need to call the School for the Deaf for complete materials and to be'walked through'the process of presentation and outcomes that could be expected.

**Focus: Sharing Successful Projects**

A 353 Special Demonstration Project

**Grant #: 99-99-9009**

FY 1998-1999

**Literacy and You: Word of Mouth Recruitment Project**

A Revision of the 1991 Brochure

Author: Peggy Grumm

**A Focus Feasibility Study**

Project Director, Sherry Royce

# A FOCUS FEASIBILITY STUDY

## Literacy and You: Word of Mouth Recruitment Project
### Revision of the Brochure accompanying the 1991 Video

Realizing that for the first time since the early 1980s, ABLE providers were once again in the position of having to "sell" adult education to stakeholders in control of both funding and referrals, the Focus Feasibility Study revisited the a promotional video and brochure developed in FY 1990-91 by Monica Matthws & Paula Geiman of the Mid-State Literacy Council (AE # 3025-680C)

The original "Literacy and You" project developed a professional quality 15-minute video and reference guide designed to acquaint human service professionals with the information needed to identify adults needing literacy services and make appropriate referrals. The video and guide were used to train 48 human service professionals from 24 agencies.

Upon inquiry to the Penn State professionals who taped the original video, it was estimated that the cost of replacing just the closing "tag-line" to address Family Literacy and/or CareerLink providers would be less that $400.

The original brochure was modified and two alternative brochures were produced for 1) social service agencies and institutions with clients who could benefit from family literacy services and 2) for WIA agencies and CareerLink Centers with clients who could benefit from improving their academic and employability skills.

Possible users for the Family literacy brochure include:

| | |
|---|---|
| WIC offices | Housing offices |
| Food Stamps office | Doctor's office |
| Emergency room personnel | Library |
| Family planning | Youth and Family Services |
| Scouting | Schools/Preschools |

Possible users for the Literacy program brochure

| | |
|---|---|
| Employment office | Employment counselors |
| Human resources personnel | Welfare offices |
| Housing offices | Department of Aging |
| Food stamps office | PA CareerLink Centers |

The missing piece could be YOU!

If your organization refers people to local family literacy providers, this short brochure will help your employees become more aware of the impact their words and deeds have. The three lists in this brochure might help them understand how to handle these delicate situations.

Your non-verbal impression is sometimes more important than the words you say. Keep these tips in mind when dealing with potential clients every day.

- Be relaxed.
- Maintain friendly eye contact.
- Be yourself.
- Use open friendly gestures, such as arms open and resting on your desk. Take care not to look too casual this could be mistaken for disinterest.
- Be sincere.
- Use a pleasant tone of voice and manner. This will convey volumes about how you feel.
- It is a mistake to think that because people have educational gaps they do not perceive indifference or wish the same educational benefits that others wish for their children.

Remember you are the connecting piece of the puzzle. Your reactions count!



The words you choose when addressing the issue of family literacy with someone could make the difference between enrollment and embarrassment. Below are some ideas for introducing the possible need for improvement of basic/parenting skills to a person. You should use an approach with which you feel comfortable so that it will seem natural to the person you are addressing.

- Start a conversation about the difficulty of the task they are performing. You may want to start with, "I notice you seem to be having difficulty with this."
- Offer assistance if it seems appropriate at the time and the person seems receptive.
- Sympathize with the person about the difficulty of the task they are doing. Ex. I always have a hard time reading these; the print is so small.
- Listen to the answers given to your questions and acknowledge what they are feeling. Paraphrase their comments or feelings.
- Give them the opportunity to talk about the interest they might have in improving their skills. You might ask if they ever wished they could complete the particular task more easily.

If they seem receptive to your information, let them know there is a place they can get help and refer them to the local family literacy provider. The address and phone number are included on this brochure.

The key phrases below may be used to help someone see the importance of education and the role it plays in their life and the lives of their children. Mention some of the positive aspects of the program in you area.

- Emphasize building on the skills and strengths they already have by improving upon them.
- Unlike their prior school experiences, programs move at the students pace. They deal with real life problems and experiences.
- Programs are there for the students and provide help with day to day family issues.
- Family literacy providers offer parents time to practice their skills with their children and discuss strategies to improve their techniques.
- Support services are available for families who would like to improve literacy skills.
- It is important that the adult knows that they are not alone and that many individuals need help with self-improvement. If you have a personal experience to share with them about a struggle you have had, it might prove inspirational.
- Get to know your local family literacy provider's strengths and mention them to potential students.

The combination of these three areas will provide you with an opportunity to be an ambassador for literacy. The use of these enable you to help families in need complete the puzzle of how to attain improvements in their lives through literacy.

**A jigsaw puzzle requires the pieces fit together to create a picture.**
**Here's how you can help make the pieces fit for the families you serve.**



**Local Literacy Providers**

# Are You the Missing Piece to the Literacy Puzzle?

The missing piece could be YOU!

If your One Stop staff refers people to local literacy providers, this short brochure will help your employees become more aware of the impact their words and deeds might have.

The three lists in this brochure may help staff understand how to handle these delicate situations.

Your non-verbal impression is sometimes more important than the words you say. Keep these tips in mind when dealing with your customers every day.

- Be relaxed.
- Maintain friendly eye contact.
- Be yourself.
- Use open friendly gestures, such as arms open and resting on your desk. Take care not to look too casual this could be mistaken for disinterest.
- Be sincere.
- Use a pleasant tone of voice and manner. This will convey volumes about how you feel.
- It is a mistake to think that because people have educational gaps they do not perceive indifference.

Remember you are the connecting piece of the puzzle. How you react to people counts.



The words you choose when addressing the issue of literacy with someone could make the difference between enrollment and embarrassment. Below are some ideas for introducing the possible need for improvement of basic skills to a person. You should use an approach, which you feel comfortable with so that it will seem natural to the person you are addressing.

- Start a conversation about the difficulty of the forms. You may want to start with, "I notice you seem to be having difficulty with these forms."
- Offer assistance filling out the form if it seems appropriate at the time and the person seems receptive.
- Sympathize with the person about the difficulty of filling out forms. Ex. I always have a hard time reading these. The print is so small.
- Listen to the answers given to your questions and acknowledge what they are feeling. Paraphrase their comments or feelings.
- Give them the opportunity to talk about the interest they might have in improving their skills. You might ask if they ever wished they could fill out forms more easily.

If they seem receptive to your information, tell them you know of a place they can get help and refer them to a local literacy provider. Please refer to your approved provider list for phone numbers.

The key phrases below may be used to help someone see the importance of education to them and the role it plays in their life. Mention some of the positive aspect of the programs in you area.

- Emphasize building on the skills and strengths they already have by improving upon them.
- Unlike their prior school experiences, programs move at the students' pace.
- Programs are there for the students and a brief mention that there is no charge may allay any fears the students have about money issues.
- Literacy providers maintain student's privacy and many times students are able to work one on one with a tutor if they desire.
- Support services are available for adults who would like to improve their basic skills.
- It is important that the adult knows that they are not alone and that many individuals need help with self-improvement. If you have a personal experience to share with them about a struggle you have had, it might prove inspirational.
- Get to know your local literacy provider's strengths and mention them to potential students.

The combination of these three areas will provide you with an opportunity to be an ambassador for literacy. The use of these lists allows you to help adults in need complete the puzzle of how to attain basic skill improvement.

A jigsaw puzzle requires the pieces fit together to create a picture.
Here's how you can help make the pieces fit for your customers.



Local Literacy Providers

# Are You the Missing Piece to the Literacy Puzzle?

3025-1280

# Focus: Sharing Successful Projects

A 353 Special Demonstration Project

**Grant #: 99-99-9009**

FY 1998-1999

## Staff Development: Understanding Our Youngest Students

A Revision of the 1994 Project

Authors: Ilsa Powell Diller, M.A.
Michael E. Diller, Psy.D.

**A Focus Feasibility Study**

Project Director, Sherry Royce

CE079840

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# A Focus Feasibility Study

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Overview of 1994 Project

The 1994 Project, Staff Development: Understanding Our Youngest Students, developed as a result of an expressed professional development need from adult education instructors at TIU Adult Education and Job Training Center. The workshops were designed to provide adult education practitioners with information, skills, and teaching strategies that could be applied to a late adolescent population in an adult education classroom setting. Specific content areas included: 1) adolescent development and working with at-risk youth, 2) classroom/behavior management, 3) curriculum-based assessment, 4) instructional strategies, and 5) applied experiences.

Workshops were developed by a committee comprised of the Adult Education and Job Training Center counselor, the IU Special Education Supervisor, and school district personnel, including the Student Assistance Program coordinator, a school psychologist, and Learning Support instructors. The workshop content areas were based on relevant materials including the Student Assistance Program Training Manual and the Secondary Instructional Support Team Training Manual. Workshops, which were presented by several committee members, were attended by an average of 20 new and experienced adult educators.

The evaluation of the 1994 Project indicated that workshop participants were provided with information essential to working with the late adolescent population. The applied experiences workshop also gave participants the opportunity to discuss specific case studies from individual agencies, evaluate the implementation of the new strategies they had learned, and further acknowledge concerns and ideas in working with young adults.

Value of the 1994 Project

Many adult educators are faced daily with the challenge of teaching in a multi-level classroom. This challenge becomes more complex when taking into consideration diversity in age groups and maturation levels. More specifically, adult education instructors are faced with the task of reaching late adolescents who have not succeeded in a traditional classroom setting. This population requires adult education instructors to explore teaching strategies and classroom management appropriate to late adolescents, while at the same time, addressing the educational needs of older students in the class.

The 1994 project was designed to provide adult education instructors with the knowledge, skills, and instructional strategies to work successfully with late adolescents. Furthermore, the project specifically addressed the late adolescent learning needs that often differ in terms of developmental issues and learning styles in comparison to older adult students. Additionally, the project developers indicated a statewide need for professional development in working with late adolescents. Therefore, the project was designed to be replicable statewide for adult basic education agencies dealing with such a population.

1999 Project Revision

*Workshop Format*

After reviewing the 1994 Project, the five original workshops were consolidated into three, as there was some overlap in content areas. For example, assessment strategies would naturally precede instructional methods, therefore it was proposed that the original Curriculum-Based Assessment and Instructional Strategies workshops (each with a two hour time frame), could be combined into a one day, morning-afternoon workshop.

In addition, the same rationale was applied to the combination of Understanding and Working with At-Risk Youth and Classroom Management workshops. The Classroom Management Workshop (in the 1994 Project) was based on the Michael Valentine Model which focuses on behavior management of children. The current revision does not include a discussion of the Valentine Model. Although some of the principles may be extrapolated to an older target audience, the majority of the Valentine concepts are not consistent with the developmental level of late adolescence. One of the central developmental tasks of late adolescence involves striving for more of an adult identity (e.g., moving toward abstract thinking and making commitments to vocation, family, and significant others). As such, a common goal would be to facilitate this natural developmental drive by focusing on factors that enhance student learning, such as becoming aware of the impact of resiliency factors on positive learning outcomes and utilizing operant learning principles (e.g., positive reinforcement). In the current revision,
these key issues that emphasize the need for a proactive approach toward creating a positive learning environment have been integrated into workshops 1 and 2, respectively. The Applied Experiences Workshop will follow the same format as outlined in the 1994 Project. However, the time frame may range from two to three hours depending on the number of workshop participants.

In sum, the applicable content areas could be adequately and thoroughly addressed in three workshops: 1) Adolescent Development: Working with At-Risk Youth in the Adult Basic Education Classroom, 2) Curriculum-Based Assessment and Instructional Strategies, and 3) Applied Experiences.

*Resources for Instructors*

Based upon a comprehensive review of the literature spanning the last 15 years, utilizing ERIC and Psych Abstracts databases, a resource list for adult educational instructors specific to each content area was developed. The list of references was included with each workshop description and outline. An additional resource list was compiled based on a search of the www.barnesandnoble.com website. This list includes books appropriate for each content area, which can be purchased at Barnes and Noble Bookstores.

*Workshop Descriptions*

The 1994 Project workshop descriptions included an overview of each session, followed by a list of "Resources." In the 1999 Revision, each workshop description included a statement of purpose, an overview of recommended topic areas, and a list of relevant references.

As with the original project, the 1999 revision included sample handouts and/or worksheets with each workshop description. Pertinent handouts (both in original and revised format) from the 1994 Project were combined with new handouts/worksheets for workshops 1 and 2 (workshop 3 in both the original and the revised form did not include handouts).

The 1994 Project workshop evaluation forms highlighted the necessity of including an outcome analysis. However, in the current revision, workshop evaluation forms were changed for two primary reasons. First, to adapt the forms for general use, they were removed from agency letterhead and revised in an open format (i.e., leaving space for workshop title, presenter(s) name, and date to be filled in by workshop participants). Second, the Likert scale was replaced by open-ended questions which will provide greater elaboration about the strengths and weaknesses of the presenter(s).

*Recommendations for Future Consideration*

Based upon the review of the 1994 Project, the following recommendations should be considered in terms of further project development:

1) Before taking active steps to develop a flexible program for general use that addresses the late adolescent population in the adult education classroom, it is essential to determine whether there is a statewide professional development need for such a program. Therefore, it is recommended that a needs assessment be conducted with adult education instructors working with late adolescents to determine class composition (e.g., age, grade level, cultural diversity) and expressed concerns such as the establishment of working rapport and instructional strategies.

2) The basic underlying premise of a project with statewide applicability is that it is not a one-size-fits-all program, but rather a program that is flexible in adequately addressing a wide variety of needs specific to the late adolescent population. The 1994 Project addressed several areas of concern regarding developmental and educational issues in late adolescence. However, additional areas that may need to be addressed include attentiveness to cultural diversity issues which can impact learning in a multitude of ways, acknowledgement of impinging socioeconomic factors, and issues of a learning disabilities (addressing ways of assessing and instructing adolescents with learning disabilities).

3) Given the current climate of today's working, educational, and recreational environments, computer literacy is rapidly becoming a necessary survival skill. Therefore, the introduction of a technology component is recommended for several reasons:

a) Students will attain computer literacy skills which will make them more marketable in a job search, help them to possibly continue their education (e.g., vo-tech, trade school, two-or four-year college), and communicate with friends and family through email;

b) Students who have failed in traditional academic settings may respond positively to a more self-directed and creative way of learning;

c) For those students who have young children, their own computer literacy could increase positive parent/child interaction and learning.

4) In order for the 1994 Project to be easily replicable, further development of both the content area and stepwise procedures for conducting each workshop are necessary. While the 1994 Project provided an overview of topical discussions, there were no detailed guidelines of how each workshop was conducted or how supplemental materials were utilized. In addition, if indicated, all appendices or handouts should have necessary citations listed.

Ilsa Powell Diller
Michael E. Diller

# Appendices

# Training Outlines,Handouts,and Evaluation Forms

Workshop #1

Adolescent Development: Working with At-Risk Youth in an Adult Basic Education Classroom.

Objective: Participants in this workshop will gain a basic understanding of adolescent development and factors which influence classroom learning and behavior.

Suggested Topics:

1. Gaining an awareness of the needs and problems of adolescence *(covered in topic 1 of the 1994 version).*

2. Acknowledging cognitive, behavioral, emotional, social, familial, and vocational factors that influence adolescent development (e.g., establishment of identity and negotiating a balance between autonomy and a connection with others).

3. Identifying key at-risk issues for the adolescent *(covered in topics 3 & 4 of the 1994 version*).

4. Capitalizing on adolescent strengths and resiliency factors (e.g., having a supportive adult role model) which foster positive learning outcomes.

5. Reviewing critical learning needs of adolescents, such as, a secure environment, achieving self-competence, and developing a sense of self and belonging to a larger community (Mitchner & Schmidt, 1998).

6. Gender differences in adolescent development.

7. Highlighting practitioner and program qualities which increase effectiveness in working with adolescents *(topic 2 of 1994 version).*

**Adolescent Development Resources:**

*Allen, Tim, Notes from MAATI Workshop on Taking the Risk Out of High Risk Youth.

Anisef, P., et al. (1993). The young adult learner: Fifteen-to eighteen-year-old students in the Ontario english-language school system . Volumes one and two. (Available from MGS Publication Services, 880 Bay St., 5th floor, Toronto, Ontario M7A 1N8, Canada)

*Bau, L., & Monserrel, C. (1980). Working with childbearing adolescents, ME: New Futures.

Borman, K., & Schneider, B. (Eds.). (1998). The adolescent years: social influences and educational challenges: Ninety-seventh yearbook of the National Society for the Study of Education, Part I. Chicago: The National Society for the Study of Education.

Csikszentmihalyi, M., Rathunde, K.R., Whalen, S., & Wong, M. (1993). Talented teenagers: The roots of success and failure. New York: Cambridge University Press.

**Adolescent Development Resources (continued)**

Farrell, E. (1990). Hanging in and dropping out: Voices of at-risk high school students. (Available from Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027)

Gottfredson, D.C., et al. (1993). Managing adolescent behavior: A multiyear, multischool study. American Educational Research Journal, 30 (1), 179-215.

Griffin, N.C. (1998). Cultivating self-efficacy in adolescent mothers: A collaborative approach. Professional School Counseling, 1 (4), 53-58.

Kallembach, S., et al. (1992). Students at risk: Selected resources for vocational preparation. Volume 2. (Available from National Center for Research in Vocational Education, Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455)

Maryland State Department of Education. (1989). Bridge to the future. Addressing the needs of students at risk during the high school years. Technical team report. Submitted to the Commission for Students At Risk of School Failure. Baltimore: Author.

Mitchener, C.P., & Schmidt, E.S. (1998). Making schools meaningful. Child & Adolescent Social Work Journal, 15 (5), 335-356.

Morrison, G.M., & Cosdan, M.A. (1997). Risk, resilience, and adjustment of individuals with learning disabilities. Learning Disability Quarterly, 20 (1), 43-60.

Motsinger, H. (1993). Recipe for success: Factors that help students to succeed. NASSP Bulletin, 77 (554), 6-15.

Muuss, R. E., & Porton, H.D. (1998). Adolescent behavior and society (5th ed.). New York: McGraw-Hill.

* Resources from 1994 Project

# Professional Staff Development

Workshop Evaluation

Title of Workshop:

Presenter(s):

Date of Workshop:

*Workshop Content:*

1. Was the content useful to you? Why or why not?

2. What was the most important thing you learned?

3. Did any of the content seem inappropriate to you? If so, what?

4. Did the program fulfill your expectations?

*Presenter(s):*

1. What did the presenter(s) do well?

2. What could the presenter(s) do to improve?

Please provide additional comments and/or recommendations (please use the back of this sheet as necessary).

(Adapted from the 1994 Project Evaluation Form)

# Adolescent Development Handouts

## Focus On Your Own Adolescence

**Objective:** To enable participants to get in touch with adolescent issues by reflecting back and sharing about their own adolescence.

As a teenager, I thought that when I was twenty...

As a teenager, I thought that when I was thirty...

As a teenager, I thought that when I was forty...

As a teenager, I thought that when I was fifty...

As a teenager, I thought that my teachers...

When I was 18 years old...

When someone got pregnant in high school, I thought...

When someone was using drugs in high school, I thought...

Adapted from: Dr. Norman Brandon, Psychology of High Self-Esteem

Note: Handout from 1994 Project

BEST COPY AVAILABLE

**Think back to your high school years:**

What kind of student were you?

Whom do you recall being the best teachers and why? What positive experiences do you remember from high school?

Who was the most difficult teacher and why? What unpleasant experiences do you recall?

Think about the kids who always seemed to be getting into trouble or were seen by the teacher and/or students as a problem. How was that handled by the teacher? How did the other students react to that kid?

Think about the difficult students that you have in your class now. How are you handling them? How are the other students reacting to them (young students and older students)?

Adapted from: Dr. Norman Brandon, Psychology of High Self-Esteem

Note: Handout from 1994 Project

ADOLESCENCE - CHARACTERIZED BY:

* Rapid growth and sexual maturation

* Cognitive development - the ability to think in abstract terms

* Strong identification with peer group shift from adults/parents to peers

* Re-evaluation of values

* Experimentation with lifestyles

* Confusion about "Who I am, where am I going, what I want"

Cited in Student Assistance Program Training Manual, 1994

Note: Handout from 1994 Project

## Key Developmental Tasks of Adolescence

1. Achieving new and more mature relations with peers of both sexes is necessary as peer relations take on new and different roles.

2. Achieving a masculine or feminine social role is foundational. Although the current trend is for roles to be defined more broadly, adolescents need to examine the variety of roles possible in order to make informed choices.

3. Achieving emotional independence from parents and other adults is required. The rapid social changes in America's postindustrial society have led to an extended adolescence.

4. Preparing for one's life work is a process. During the adolescent years, career and vocational education and guidance should play an important role in preparing young adults to become productive citizens.

Cited in Borman and Schneider, 1998

**Last Four Stages of Erik Erikson's Theory of Psychosocial Development** (Key Task Areas for the Late Adolescent Involving Identity vs. Confusion, and Intimacy vs. Isolation)

| STAGE | TASK | FAVORABLE OUTCOME | UNFAVORABLE OUTCOME |
|---|---|---|---|
| | | TRANSITION YEARS | |
| Adolescence | Identity vs. Confusion | Seeing oneself as a unique and integrated person | Confusion over who and what one really is |
| | | ADULTHOOD | |
| Early Adulthood | Intimacy vs. Isolation | Ability to make commitments to others, to love | Inability to form affectionate relationships |
| Middle Age | Generativity vs. Self-absorption | Concern for family and society in general | Concern only for self- one's own well being and prosperity |
| Aging Years | Integrity vs. Despair | A sense of integrity and fulfillment; willingness to face death | Dissatisfaction with life; despair over prospect of death |

Adapted from Student Assistance Program Training Manual, 1994

Note: Handout adapted from 1994 Project

## Major Developmental Processes of Adolescence

**Objective**: Provide overview of major tasks during adolescence and how either pregnancy or parenthood may influence those tasks.

### THE ADOLESCENT IS

| PREGNANCY | | PARENTHOOD |
|---|---|---|
| · Pregnancy can either enhance or confuse self-identity. | DEVELOPING SELF-IDENTITY (Self-Absorption) | · Child is also self-absorbed and needs consistent care.<br>· There is a need to identify with parental role. |
| · Social isolation may result as they are neither "typical" adults nor "typical" teens.<br>· Friends may abandon them. | SEEKING PEER ACCEPTANCE | · Social isolation may result as they are neither "typical" adults nor "typical" teens. |
| · Rapidly changing body is unlike peers.<br>· Physical discomforts may confuse the perception of the body. | CONCERNED WITH BODY IMAGE | · Adaptations must be made to the altered physical characteristics resulting from pregnancy. |
| · Pregnancy may influence the outcome of the relationship with the father of the baby and may influence her perceptions of future relationships. | SEEKING RELATIONSHIPS WITH THE OPPOSITE SEX | · Concern for male-female interactions may take precedence over parenting role.<br>· Opportunities to seek relationships with males may be limited.<br>· Male reactions may be influenced by the fact that they know she has been sexually active. |
| · Pregnancy may make her more emotionally, financially, educationally, and medically dependent.<br>· The dependency of pregnancy may interfere with the establishment of her autonomy. | STRIVING FOR INDEPENDENCE | · Mother may be dependent on adults for assistance.<br>· Child is dependent upon the mother.<br>· Financial restraints may curtail independence. |
| · Emotional upheaval may be compounded by the mood swings of pregnancy. | EXPERIENCING MOOD CHANGES AND UNPREDICTABLE REACTIONS | · Mood changes may interfere with consistency in parenting.<br>· Demands and moods of the child may add pressure and stress. |
| · Use of alcohol, drugs, and tobacco adversely affects the outcome of the pregnancy.<br>· Contracting a venereal disease is a possibility. | EXPERIMENTING WITH ADULT BEHAVIORS | · The desire to experiment with adult behaviors may take precedence over the desire to parent<br>· Parenting may be seen as an adult behavior. |
| · Here-and-now time orientation may inhibit progression through the maternal tasks.<br>· There may be difficulty in seeing the relationship between present actions and future outcomes. | PRIMARILY PRESENT-ORIENTED | · Parenting skills often are not learned in advance of the need.<br>· There may be difficulty in planning for the future. |

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From the 1994 Project; original source not referenced

## Major Developmental Processes of Adolescence (continued)

| | | |
|---|---|---|
| • Significant others may equate pregnancy with failure.<br>• Pregnancy may be viewed as a means of having a successful experience. | SEEKING SUCCESSFUL EXPERIENCES | • Rejection or negative expectations from significant others may interfere with her ability to parent.<br>• Education may be interrupted or terminated.<br>• Criticism may inhibit her sense of adequacy as a parent. |
| • Sense of femininity may be reinforced or confused.<br>• She may be less likely to explore non-traditional female roles. | FORMULATING SEX ROLE IDENTITY | • Because she is a mother, she may feel her choices and decisions regarding her female roles are limited. |
| • Pregnancy during the teenage years may conflict with her personal, family, and/or religious values. | DEVELOPING A VALUE SYSTEM | • Single motherhood or forced marriage may conflict with her values. |
| • Preparation for motherhood may take precedence over career choices. | CONCERNED WITH CHOICES OF CAREERS AND LIFESTYLES | • Financial demands, need for day care, and/or lack of training may limit choices. |

From the 1994 Project; original source not referenced

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## Visual Model for the Relationship between Context Variables (e.g., risk factors, stresses encountered, etc.) and Developmental Processes

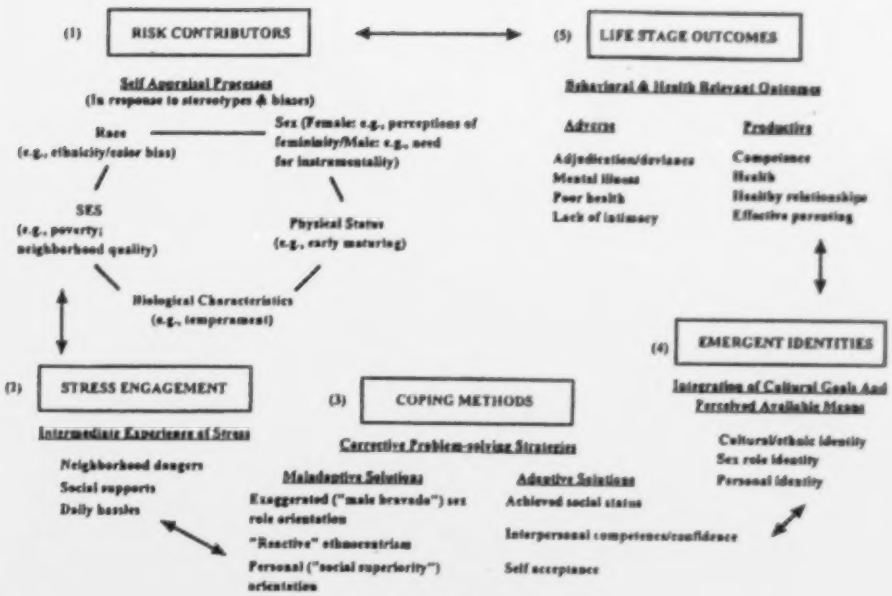


FIGURE 1

A phenomenological variant of ecological systems theory (PVEST)

*Source:* Margaret B. Spencer, "Old Issues and New Theorizing about African American Youth," in R. L. Taylor, *Black Youth: Perspectives on Their Status in the United States* (Westport, Conn.: Praeger, 1995).

Cited in Bourman and Schneider, 1998

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## At-Risk Factors for Adolescents

**Objective:** Highlighting the cumulative effect of both internal and external factors which may place an adolescent at risk for a variety of negative life outcomes.

1. No role models.
2. Dependent on others.
3. Not meaningful.
4. Can't cope with problems.
5. Escapes/withdraws.
6. External locus of control. (Fate & Luck)
7. Impulsive/no self control.
8. Poor listening skills.

From the 1994 Project; original source not referenced

9. Won't share.

10. Argumentative.

11. Inflexible.

12. Compulsive.

13. Complaining.

From the 1994 Project; original source not referenced

# RESILIENCY DEFINED:

The capacity of the individual to spring back, rebound, successfully adapt in the face of adversity, and to develop social, academic, and vocational competence despite exposure to severe stress or simply to the stress inherent in today's world. (Adapted from Rirkin and Hoopman 1991 by Henderson and Milstein)

Process of self-righting and growth (Higgins 1994)

One who works well, plays well, loves well, expects well. (Norman Garmezy 1991)

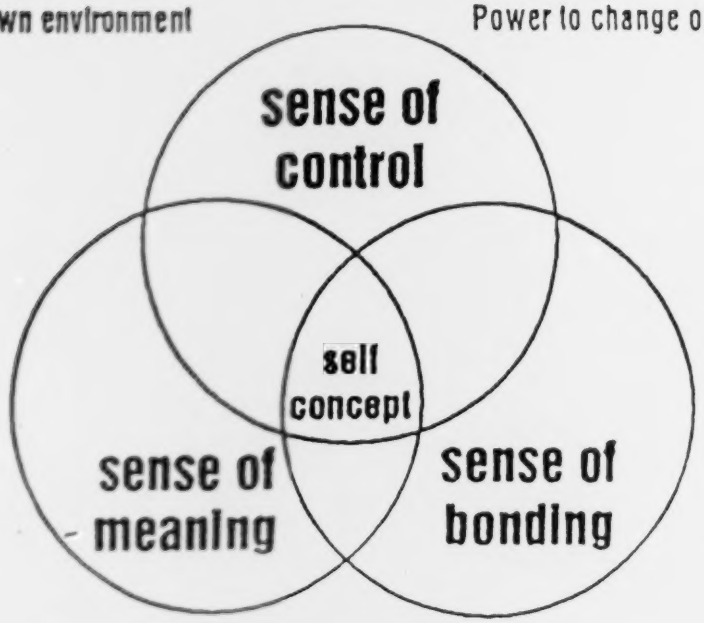
The capacity to bounce back, to withstand hardship, and to repair yourself (Wolins 1993)

Excerpted from Student Assistance Program Training Manual, 1998

# Human Needs

Capability
Competence
Impact on one's own environment

Power over one's self
Use of social / life skills
Power to change one's self and environment




To feel important
To feel relevant
Self-esteem
Sense of dignity / honor
Able to accomplish tasks

Family/peers/community
to feel / be wanted
to feel / be loved
to belong
to have basic needs met

Source: Nancy Phillips, "Wellness During Childhood / Adolescent Development", Prevention Forum, Vol. 10, Issue 4, July 1990

*Human Needs and Self-concept*

Excerpted from Student Assistance Program Training Manual, 1998

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## IN SUMMARY .....

The study of Minneapolis youth conducted in 1995 by the Search Institute (see appendix for study summary) measured 40 assets in our youth that are necessary for healthy development.

Two of the findings from the study are particularly significant to our work in resiliency.

1. Less than one in fifteen youth surveyed had the desirable number of assets in their lives. In other words, **more than 90% of our children and youth need some kind of support to help them meet the challenges they face as they move through childhood and adolescence.**

2. **Just as risks are known to be cumulative, assets/protective factors are cumulative, i.e., the more protective factors an individual has, the less likely he/she is to be involved in risk-taking behaviors.**

**The power of protective factors is clear.** The fact that over 90% of our students might benefit from efforts to enhance their resiliency and developmental assets creates a mandate for school staff to focus in this area.

**To support resilience in children, we are challenged as educators to:**

- Reframe the way we think about children. Focus on the strengths, successes, and potential of children , rather than on the problems they face;
- Recognize those things that we already do that support resilience and do them more often and with more deliberation and intensity ;
- Implement new and innovative strategies that support resilience;
- Insure that there are strategies in place that support each of the areas that lead to resilience in children; and
- Have hope for our children and recognize the critical role we play in shaping their future. Celebrate the fact that despite enormous odds, children can develop into competent, successful and happy adults.

# PROFILE OF THE RESILIENT CHILD

SOCIAL COMPETENCE
- RESPONSIVENESS
- FLEXIBILITY
- EMPATHY/CARING
- COMMUNICATION SKILLS
- SENSE OF HUMOR

PROBLEM-SOLVING SKILLS
- CRITICAL THINKING
- GENERATES ALTERNATIVES
- PLANNING
- PRODUCES CHANGE

AUTONOMY
- SELF-ESTEEM, SELF-EFFICACY
- INTERNAL LOCUS OF CONTROL
- INDEPENDENCE
- ADAPTIVE DISTANCING

SENSE OF PURPOSE AND FUTURE
- GOAL DIRECTEDNESS
- ACHIEVEMENT
- MOTIVATION
- EDUCATIONAL ASPIRATIONS
- HEALTHY EXPECTATIONS
- PERSISTENCE
- HOPEFULNESS
- COMPELLING FUTURE
- COHERENCE/MEANINGFULNESS

Excerpted from Student Assistance Program Training Manual, 1998

# Professional Staff Development
# Workshop Evaluation

Title of Workshop:

Presenter(s):

Date of Workshop:

*Workshop Content:*

1. Was the content useful to you? Why or why not?

2. What was the most important thing you learned?

3. Did any of the content seem inappropriate to you? If so, what?

4. Did the program fulfill your expectations?

*Presenter(s):*

1. What did the presenter(s) do well?

2. What could the presenter(s) do to improve?

Please provide additional comments and/or recommendations (please use the back of this sheet as necessary).

Adapted from the 1994 Project Evaluation Form

# Curriculum-Based Assessment Handouts

Workshop #2

Curriculum-Based Assessment (CBA) and Instructional Strategies

Objective: Participants in this workshop will gain a basic understanding of the principles of CBA including administration methodology. Participants will also be introduced to several instructional strategies that can be used to address various needs of older adolescents in an adult education classroom.

Suggested Topics:

**CBA**

1. Definition, basic principles, and uses of CBA *(covered in workshop #2 of 1994 version).*

2. Administration and scoring of probes (e.g., oral reading, reading comprehension, written expression, and math).

3. CBA and students with mild learning disabilities.

4. Using CBA with ESL students.

**Instructional Strategies**

5. Instructional strategies for pregnant and parenting adolescent mothers.

6. Creating a positive learning environment by fostering student self-management skills, and implementing positive reinforcement.

7. Curriculum development for adolescents with learning disabilities.

8. Curriculum development for at-risk, inner city youth.

9. Exploring social and cultural factors influencing adolescent learning styles.

10. Comparing learning styles of late adolescents and adults.

11. Understanding the benefits of cooperative learning.

12. Developing learning strategies and study skills *(covered in workshop #3 of 1994 version).*

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*Resources from 1994 Project

# Curriculum Based Assessment
## The ABCs of CBA

**Definition:** Curriculum Based Assessment (CBA) is assessment based precisely on the material a student has been taught within a curriculum.

**Major Limitations:** CBA is not norm referenced; therefore, it only provides information on one student regarding how that student is currently functioning within the curriculum. It tells us nothing about the "norm" of the class. Maybe the entire class is able to read and comprehend a given book independently. Maybe the teacher has placed an entire group of students in an inappropriate book.

**Practical Uses:**

- assess current skill levels within a given curriculum
- provide a rationale for mainstreaming or more support services
- provide a clear link to intervention strategies
- help to plan instruction
- can be performed by any trained individual (not limited to school psychologists)
- provide feedback on effectiveness of strategies

**Four Common Principles of CBA**

1. student assessment in classroom instructional materials
2. short duration testing
3. frequent and repeated measures
4. data display to allow for monitoring of student progress

**The "How to" of CBA**

A. Accuracy = percentage of known material
   1. formula: number of items correct in probe divided by total number of items in probe
   2. suggested guidelines (Mercer & Mercer, 1985)
      a. independent level: 95+%
      b. instructional level: 85 - 95%
      c. frustration level: <85%

B. Fluency = rate of known material
   1. formula: number of items correct divided by number of minutes probed
   2. suggested guidelines: See Deno & Mirkin chart)

C. Other terms
   1. acquisition - relative east with which a student learns something
   2. retention - ability to retain and use what has been learned
   3. rate - add "time" and "effort" to above

Note: Handout from 1994 Project

**Implementing CBA**

1. Ascertain what is currently being taught and with what skills the student is having difficulty (e.g., sight vocabulary, multiplication facts, etc.)
2. Develop separate probes for each problem area from material currently expected of student.
3. If you determine the student is at the frustration level in current material, work back in the curriculum probing previous material until the student's instructional level is found.
4. Develop interventions by embedding unknown material into known material at a ratio of about 85% (knowns) to 15% (unknowns), continue administering previously developed probes to determine level of acquisition and retention, display data.

Note: Handout from 1994 Project

## Guidelines for Determining Learning Level

# Reading (Deno and Mirkin)

Medians: Grade level of materials 1-2

| Frustration level | Instructional level | Mastery level |
|---|---|---|
| 29 words/min. or less and/or 8 more errors/min. | 30-49 words/min. and/or 3-7 errors/min. | 50 words/min. or better and 2 or fewer errors/min. |

Medians: Grade level of materials 3 and above

| Frustration Level | Instructional Level | Mastery Level |
|---|---|---|
| 49 words/ min. or less and/or 8 or more errors/min. | 50-99 words/min. and/or 3-7 errors/min. | 100 words/min. or better and 2 or fewer errors/min. |

# Math (Deno and Mirkin)

Medians: Grade level of materials 1-3

| Frustration Level | Instructional Level | Mastery Level |
|---|---|---|
| 0-9 digits/min. correct and/or 8 or more digits/min. incorrect | 10-19 digits/min. correct and/or 3-7 digits/min. incorrect | 20 or more digits/min. correct and 2 or fewer digits/min. incorrect |

Medians: Grade level of materials 4 and above

| Frustration level | Instructional Level | Mastery Level |
|---|---|---|
| 0-19 digits/min. correct and/or 8 or more digits/min. incorrect | 20-39 digits/min. correct and/or 3-7 digits/min. incorrect | 40 or more digits/min. correct and 2 or fewer digits/min. incorrect |

Note: Handout from 1994 Project



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## EXAMPLE OF PROBES (ORAL READING)

NAME: GRADE: TEACHER:

BOOK: Inside My Hat Ginn Reading Series Grade Level-2

Probe 1: Story - "The Trick Race" (end of book, pp. 58-60) Date:

"Fox," said Coyote. "It is good to see you. I want something to eat. And here you are! This looks like my day!" "You don't want to eat me now," said Fox. "I am not good to eat now. I need to have a little run. That will make me good to eat. Do you want to have a race?" "You can't mean that?" said Coyote. "It is a trick!" I do mean it," said Fox. "I need to go do something now. Then I'll come back and race." "You may not come back," said Coyote. "I'll come back," said Fox. 1 min →

Accuracy = Fluency = Comprehension Check =

Knowns Hesitants Unknowns

Probe 2 : Story - "Race Day" (middle of book, pp. 39-42 ) Date:

"Can you read that, Ana?" asked Dad. "I can read it," said Ana. "There is a race! Can we go to the race?" "We'll go to the race," Dad said. "What a day for a race!" said Jim. "It looks like a good race day. I call this a day for wheels. What are you going to race on?" "I have a bike," said Ken. "I'll race in the bike race. Do you see where I have to go?" "Read that," said Jim. "It looks like you go there." "Ken, get out!" said Sara. You can't ride a bike in that race!" "Ken will mix the race up!" said Ana. "Ken is a mix up!" said Jim. 1 min.

Accuracy = Fluency = Comprehension Check =

Knowns Hesitants Unknowns

Note: Handout from 1994 Project

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## INTERVENTION FOR "RACE DAY" (PROBE 2)

I. Procedure : Drill Sandwich (Coulter & Barrilleaux, 1989); a system of using flashcards for developing sight word efficiency within a particular passage while adhering to CBA ratios.

A. Determine known and unknown words.
B. Select about 20 known and about 5 (+ or -2) challenging words.
C. Create flashcards for the list of words.
D. Sandwich (insert) unknown words in with the known words.
E. When showing flashcards, stop at each unknown word (say the word; ask the student what it means; define the word; use the word in context).
F. Continue showing flashcards in sequence until words are recognized without hesitancy.
G. As new words become known, replace old known words with the new known words (always reflecting the ratio of about 80-85% known and 15-20% challenge).
H. Ask the student to look at the passage; point to the previously unknown words and ask the student to read them in context.
I. Ask the student to read the passage.
J. Read and re-read the passage to enhance expression and fluency.
K. Continue to probe and collect data on accuracy and fluency; display data.

II. Application to Probe 2 ("Race Day")

A. Known List : you, that, can, race, we, day, said, good, call, this, for, have, see, like, get, will, up, go, the, on.
B. Unknown List : read, there, we'll, what, looks, wheels, going, bike, where, mix, Ana (0% accuracy).
C.

| Word List 1 | |
|---|---|
| you | call |
| that | this |
| can | for |
| race | have |
| read | see |
| we | we'll |
| day | like |
| said | get |
| there | will |
| good | up |

Drill to 100% accuracy

| Word List 2 | |
|---|---|
| the | on |
| will | read |
| this | what |
| said | day |
| you | there |
| looks | that |
| we'll | have |
| get | up |
| race | wheels |
| go | see |

Drill to 100% accuracy

Continue until all unknowns are covered.

D. Chart progress of Sight List following each drill of Word Lists (display data); see if student can handle more Unknowns in Word Lists; chart student's accuracy and fluency reading story after Word List drills;
E. Administer retention probes (after end of intervention phase).



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RECORD OF ASSESSMENT

NAME: GRADE: TEACHER/SCHOOL:

CONTENT AREA (include specific skill area; book, page # and level) :
Book - Inside My Hat (Ginn) Story - Race Day (pp. 39-42, mid 2nd grade)
Skill - Sight Word List (known + unknown) Intervention - Drill Sandwich

| Date | Base | Follow-up | Accuracy | Fluency | Other (Comare.) |
|---|---|---|---|---|---|
| 1 3-25-91 | X | | 20/31 = 64% | | |
| 2 3-26-91 | | X | 22/31 = 71% | | |
| 3 3-27-91 | | X | 23/31 = 74% | | |
| 4 3-28-91 | | X | 25/31 = 81% | | |
| 5 3-29-91 | | X | 27/31 = 87% | | |
| 6 | | | | | |
| 7 4-18-91 | Retention Probe | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

CONTENT AREA (include specific skill area; book, page # and level):
Book - Inside My Hat (Ginn) Story - Race Day (pp. 39-42, mid 2nd g)
Skill - Oral Reading of Story (Application of sight words + intervention)

| Date | Base | Follow-up | Accuracy | Fluency | Other (Comare.) (Retelling) |
|---|---|---|---|---|---|
| 1 3-25-91 | X | | 82% | 83 w/m 15 E | 33% |
| 2 3-26-91 | | X | 84% | 85 w/m 12 E | 29% |
| 3 3-27-91 | | X | 85% | 90 w/m 15 E | 43% |
| 4 3-28-91 | | X | 86% | 94 w/m 10 E | 57% |
| 5 3-29-91 | | X | 89% | 98 w/m 9 E | 71% |
| 6 | | | | | |
| 7 4-18-91 | Retention Probe | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |

CONTENT AREA (include specific skill area; book, page # and level):

| Date | Base | Follow-up | Accuracy | Fluency | Other (Comare.) |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |



Note: Handout from 1994 Project

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**Example of Oral Reading Probe Passage to Determine Accuracy and Fluency**

**Series:** Macmillan
**Book:** Tapestries
**Level:** Sixth grade
**Selection:** *Out of the Maze*
**Pages:** 137-159

It was late one night that I heard Justin calling to me, speaking softly, around the 16
wooden partition between our cages. Those partitions generally kept all of us from 29
getting to know each other as well as we might have done, and discouraged us from 45
talking much to one another; it was quite hard to hear around them, and of course you 62
could never see the one you were talking to. I think Dr. Schultz had purposely had them 79
made of some soundproof material. But you could hear, if you and your neighbor got in 95
the corners of these cages nearest each other and spoke out through the wire front. 110

"Nicodemus?" 1

"Yes?" I went over to the corner. 8

"How long have we been here?" 14

"You mean since the beginning? Since we were caught?" 23

"Yes." 24

"I don't know. Several months - I think, but I have no way to keep track." 39

"I know. I don't either. Do you suppose it's winter outside now?" 51

"Probably. Or late fall." 55

1st minute

Accuracy =

Fluency =

2nd minute

Accuracy =

Fluency =



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Note: Handout from 1994 Project

**DEVEREUX KANNER CENTER**

**CURRICULUM-BASED ASSESSMENT (CBA)**

**Defining CBA:**

CBA is defined as a system for determining needs of a student based upon the student's on-going performance within existing course content in order to deliver instruction as effectively and efficiently and possible.

CBA assumes that the most natural medium to use for instructional assessment is the day-to-day curriculum being taught in the classroom. The naturalness of the curriculum as the medium of assessment, along with recognition of the importance of aligning assessment practices with instructional practices to favorably affect both learning and teaching, are the primary reasons for the development of curriculum-based assessment.

CBA procedures contribute to effective instructional outcomes by determining where instruction should begin - based upon what each student knows and is able to do - and using this information to control for the excessive curriculum and instructional variance which fragment and frustrate learning for many students.

**Basic Principles of CBA:**

* CBA compliments prevailing curriculum approaches.
* CBA aligns assessment practices with what is actually taught in the classroom.
* CBA starts with what the student knows in building an integrated program.
* CBA addresses the need to regulate task variability, task demand, and the pace of instruction to ensure student success.
* CBA strives for high uniform scores among students.
* CBA allows for the direct and continuous assessment of student progress.

NOTE: excerpted from:

Gickling, E.E., & Rosenfield, S. (1995). Best practices in curriculum-based assessment. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology - III (pp. 587-595). Washington, DC: National Association of School Psychologists.

Presented by: Miller, D. (1997, Spring). Curriculum-Based Assessment. Paper presented at the Devereux Foundation Psychology Intern Seminar, Devon, PA.

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**CURRICULUM-BASED ASSESSMENT: ADMINISTRATION AND SCORING OF ORAL READING PROBES**

**(1)** The evaluator should begin with the book in which the student is currently placed.

**(2)** For each book of the basal reading series, the evaluator administers first a reading probe from the beginning of the book, then one from the middle of the book, and finally one from the end of the book.

**(3)** Before beginning the assessment, the evaluator should tell the student that he or she is going to be asked to read aloud and should do his or her best. The evaluator should then give a copy of the first probe to the student, make sure the stopwatch is ready, instruct the student to read aloud, and start the stopwatch.

**(4)** As the student reads, the evaluator should note the following errors on a separate scoring sheet:

**(A)** An error of OMISSION should be marked if the student leaves out an entire word. For example, if the line is "The cat drinks milk," and the student reads "The drinks milk," the evaluator should mark an error.

If the student omits the entire line, the evaluator should redirect the student to the line as soon as possible and mark ONE error. If the evaluator cannot redirect the student, the omission should be counted as ONE error and NOT as an error for each word missed.

**(B)** An error of SUBSTITUTION should be marked if the student says the wrong word. If the student mispronounces a PROPER NOUN, the evaluator should count it as an error the first time, but should accept as correct all subsequent presentations of the same noun. For example, if the line is "John ran home," and if the student says "Jan" instead of "John" four times, its is counted as only one error.

If the student deletes (or adds) suffixes such as "-ed" or "-s" in speech patterns, the addition or deletion should NOT be counted as an error. If this occurs, however, the evaluator should make a note of it for subsequent oral language instruction.

If a student mispronounces a word, the evaluator should give the student the correct word, and instruct the student to go to the next word if he or she hesitates.

**(C)** An error of ADDITION should be marked if the student adds a word or words not in the passage.

**(D)** Repetition of words should NOT be marked as errors.

Presented by: Miller, D. (1997, Spring). Curriculum-Based Assessment. Paper presented at the Devereux Foundation Psychology Intern Seminar, Devon, PA.

**(E)** Self-correction should NOT be marked as an error.

**(F)** If the student stops reading at a particular point, after 5 SECONDS the evaluator should supply the word and count the pause as an error.

**(5)** At the end of 1 MINUTE, the evaluator should STOP the student. If the student is in the middle of a sentence, he or she should be allowed to finish, but in either case, the evaluator should mark where the student is at the end of one minute on the probe.

**(6)** The evaluator should count the number of words that the student gets correct in one minute, as well as the number of errors. If the student reads for a minute, then the number of words (correct or incorrect) is the rate per minute. If the student finishes the passage before the minute is up, the rate should be computed as follows:

$$\frac{\text{Numbers of words (correct or errors)}}{\text{Number of seconds read}} \times 60 = \text{Words per minute}$$

**(7)** Following the scoring procedures outlined, the evaluator should score each probe. The MEDIAN correct, MEDIAN errors, and (if necessary) MEDIAN comprehension score are the student's scores on that book. The median score is the MIDDLE of the three scores on the probes. For example, if a student had 24 words correct on the first probe, 31 words correct on the second probe, and 28 words correct on the third probe, the student's median score would be 28 words correct per minute.

**(8)** Using the criteria for placement (discussed below), the evaluator should move either up or down the series and give the next set of three probes. When the evaluator finds that the student is within the criteria for instructional level, the evaluator moves up the series; if not, the evaluator moves down. A student may be instructional in words correct but frustrational in comprehension and/or errors. The evaluator needs to look at all three measures and decide if the student's scores are within the instructional level. For example, if a student's median words correct and errors are well within the instructional level, but comprehension is below instructional level, the evaluator may decide that the student's performance is instructional but that a more in-depth evaluation of comprehension skills is needed.

Criteria for frustration, instructional, and mastery levels by grade levels are as follows:

| Grade level of materials | Level | Words correct per minute | Errors per minute |
|---|---|---|---|
| 1-2 | Frustration | <40 | >4 |
| | Instructional | 40-60 | 4 or less |
| | Mastery | >60 | 4 or less |
| 3-6 | Frustration | <70 | >6 |
| | Instructional | 70-100 | 6 or less |
| | Mastery | >100 | 6 or less |

Presented by: Miller, D. (1997, Spring). Curriculum-Based Assessment. Paper presented at the Devereux Foundation Psychology Intern Seminar, Devon, PA.

**DEVEREUX KANNER CENTER**

## CURRICULUM-BASED ASSESSMENT: ADMINISTERING AND SCORING WRITTEN EXPRESSION PROBES

(1) From a list of "story starters", select three.

(2) The evaluator should give the student a copy of the story starter (or have the student write it down) and read the story starter to him or her. The evaluator then tells the student that he or she will be asked to write a story using the starter as the first sentence. The student should be given a minute to think about a story before he or she will be asked to begin writing.

(3) After one minute, the evaluator should tell the student to begin writing, start the stopwatch, and time for 3 MINUTES. If the student stops writing before the 3 minutes are up, he or she should be encouraged to keep writing until time is up.

(4) The evaluator should count the number of words that are correctly written. "Correct" means that the word can be recognized (even if misspelled). Capitalization and punctuation are ignored.

The rates of correct and incorrect words per 3 minutes are calculated. If the student stops writing before the 3 minutes are up, the number of words correct should be divided by the amount of actual time (in seconds) spent in writing, and this should be multiplied by 180 for the number of words correct per 3 minutes.

(5) After 3 probes are taken, the MEDIAN correct and MEDIAN errors from the three administered scores are calculated to determine the student's skill level.

(6) Norms for written performance for grade levels 1-6 per 3 minutes are as follows:

| Grade | Words per 3 minutes |
|---|---|
| 1 | 15 |
| 2 | 28 |
| 3 | 37 |
| 4 | 41 |
| 5 | 49 |
| 6 | 53 |

NOTE: This material was excerpted from:

Shapiro, E.S. (1996). Academic skills problems: Direct assessment and intervention 2nd edition. New York: Guilford.

Presented by: Miller, D. (1997, Spring). Curriculum-Based Assessment. Paper presented at the Devereux Foundation Psychology Intern Seminar, Devon, PA.

(9) The evaluator should continue to give probes until the median scores for at least two sets of scores are instructional AND the one above them is frustrational. The optimal pattern would be something like this:

* Level 7 - Frustration
* Level 6 - Instructional
* Level 5 - Instructional
* Level 4 - Mastery

Often, this exact pattern will not be obtained. Some students never reach a mastery level and will have a long series of instructional levels. In such cases (and others as well), the student should ultimately be placed at the highest level in which the student is instructional (i.e., at the level immediately before the student is frustrational).

The evaluator also may have to use his or her judgment about instructional, frustration, and mastery levels. The criteria provided are not specific cutoffs, but should be viewed as gradual changes. For example, a student scoring at 58 words correct per minute (where 50 is mastery) on one level and 61 on the next is probably close to mastery on both levels.

## CONDUCTING PROBES FOR READING COMPREHENSION

(1) In general, unless there is a specific reason for assessing comprehension, evaluators will only assess comprehension during one of the three probes given for each book. Which passage the evaluator will ask comprehension questions should be randomly selected and pre-determined by the evaluator.

(2) If the evaluator is going to ask comprehension questions for that particular passage, the student should be told before beginning that he or she will be asked a few questions after the passage is read. The evaluator should then give a copy of the probe to the student, telling him/her to do his/her best, make sure the stopwatch is ready, instruct the student to read aloud, and start the stopwatch.

(3) When assessing comprehension, the evaluator should allow the student to finish reading the ENTIRE probe, marking where the student is at the end of EACH minute. The evaluator should allow the child to look at the probe while the comprehension questions are asked.

It is important to note whether the student rereads or scans the probe when answering the questions. This information may be useful in determining if the student has effective strategies for retrieving information recently read. The percentage of questions answered correctly is the comprehension score for that probe.

Comprehension questions (along with correct answers) are provided for each probe for the convenience of the evaluator.

NOTE: This material is excerpted from Shapiro (1996).

**DEVEREUX KANNER CENTER**

## CURRICULUM-BASED ASSESSMENT: STORY STARTERS FOR WRITTEN EXPRESSION

"Story starters" are simply the beginnings of sentences designed to evoke a continued written response from a student. The following is a list of possible story starters:

I just saw a monster. The monster was so big it...

I made the biggest sandwich in the world.

Bill and Sue were lost in the jungle.

One day Mary brought her pet skunk to school.

One day it rained candy.

Tom woke up in the middle of the night. He heard a loud crash.

Jill got a surprise package in the mail.

One time I got very mad.

The best birthday I ever had...

I'll never forget the night I had to stay in a cave.

The most exciting thing about my jungle safari was...

When my video game started predicting the future, I knew I had to...

I never dreamed that the secret door in my basement would lead to...

The day my radio started sending me signals from outer space, I...

The worst part about having a talking dog is...

When I moved to the desert, I was amazed to find out that...

When I looked out my window this morning, none of the scenery looked familiar.

I've always wanted a time machine that would take me to that wonderful time when...



Presented by: Miller, D. (1997, Spring). Curriculum-Based Assessment. Paper presented at the Devereux Foundation Psychology Intern Seminar, Devon, PA.

I would love to change places with my younger/older brother/sister, because...

The best thing about having the robot I got for my birthday is...

I always thought my tropical fish were very boring until I found out the secret of their language.

I thought it was the end of the world when I lost my magic baseball cap, until I found...

The best trick I ever played on Halloween was...

I was most proud of my work as a detective when I helped solve the case of the...

If I could create the ideal person, I would make sure that he or she had...

You'll never believe how I was able to escape from the pirates who kept me prisoner on their ship.

NOTE: These story starters were taken from:

Shapiro, E.S. (1996). Academic skills problems: Direct assessment and intervention 2nd edition. New York: Guilford.



Presented by: Miller, D. (1997, Spring). Curriculum-Based Assessment. Paper presented at the Devereux Foundation Psychology Intern Seminar, Devon, PA.

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## CURRICULUM-BASED ASSESSMENT: ADMINISTRATION AND SCORING OF MATH PROBES

(1) The evaluator should first define the specific types of math problems that are of interest (e.g., single-digit addition, double-digit subtraction with regrouping, single-digit multiplication, etc.).

(2) Generally, no more than 2 different probe sheets for each skill or cluster of skills are administered. The evaluator should give the probe to the student and tell him or her to work each problem, going from left to right without skipping. If the student does not know how to do a problem, he or she should be instructed to go on to the next one.

For probes in addition or subtraction, the student is stopped after 2 MINUTES. For probes involving multiplication and/or division, the student is stopped after 5 MINUTES.

(3) If the student's score on the probe sheet is significantly below instructional level, the evaluator should move downward in the curriculum to a less challenging probe. If the evaluator feels the student's performance on the probe was not indicative of the student's best efforts, a second probe of the same skills can be administered. Likewise, if the evaluator finds the student highly frustrated by the skill being assessed, he or she can stop the student short of the 5 minutes permitted for the probe. It is important, however, to note the EXACT TIME the student worked on the math probe.

If the student scores close to or within the instructional-mastery level, the evaluator should administer one additional probe of those same skills.

(4) Each of the probes should be scored as follows: The evaluator should count the SEPARATE DIGITS in an answer. For all skills EXCEPT long division, only digits BELOW THE LINE are counted. For example, in a 2-digit addition problem with regrouping, digits written above the 10's column are NOT counted.

The evaluator should count the number of digits correct and incorrect for each probe. If the student completes the worksheet before time is up, the evaluator should divide the number of digits by the total number of seconds and multiply by 60. This equals the digits correct (or incorrect) per minute.

The MEDIAN score for all probes of the SAME SKILL serve as the score for that skill.

If a student skips problems on a worksheet, any omitted problems should be scored as ERRORS. Obviously, this will inflate the number of incorrect digits per minute and deflate the number of correct digits per minute. It is important to note this deviation, however, because skipping problems usually indicates that a student has mastered only certain skills assessed on the worksheet. For example, if single-digit addition with sums to 18 is being assessed, and a student only completes problems in which a 9 is not one of the addends, this should be reflected in the



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score obtained on that probe.

In addition to scoring the probe with omitted items counting as incorrect, the evaluator should also report the score WITHOUT counting omitted items to demonstrate the discrepancy between these scores.

Evaluators are sometimes confused when scoring probes in double-digit multiplication. Specifically, an error in multiplication will result in incorrect scores when the student adds the columns. Even though all operations are correct, a single mistake in multiplication can result in all digits being incorrect. When a student makes an error in multiplication, digits should be scored as correct or incorrect if the addition operations are performed correctly. For example, the problem

$$\begin{array}{r} 45 \\ \times\ 28 \\ \hline 360 \\ 90 \\ \hline 1260 \end{array}$$

has 10 digits correct (9 digits plus the place holder under the 0). Suppose the problem had been completed as follows:

$$\begin{array}{r} 45 \\ \times\ 28 \\ \hline 350 \\ 80 \\ \hline 1150 \end{array}$$

The problem is scored as having 8 digits correct (7 digits plus the place holder under the 0), because the student multiplied incorrectly but added correctly.

**(5)** Criteria for frustrational, instructional, and mastery levels in the area of math by grade level is as follows:

| Grade | Level | Median digits correct per minute | Median digits incorrect per minute |
|---|---|---|---|
| Grade 1-3 | Frustration | 0-9 | 8+ |
| | Instructional | 10-19 | 3-7 |
| | Mastery | 20+ | <2 |
| Grade 4 + | Frustration | 0-19 | 8+ |
| | Instructional | 20-39 | 3-7 |
| | Mastery | 40+ | <2 |

NOTE: This material was excerpted from: Shapiro, E.S. (1996). Academic skills problems: Direct assessment and intervention 2nd edition. New York: Guilford.

Presented by: Miller, D. (1997, Spring). Curriculum Based Assessment. Paper presented at the Devereux Foundation Psychology Intern Seminar, Devon, PA.

# Instructional Strategies Handouts

Workshop #3

Applied Experiences

Objective: Participants of this workshop will be encouraged to share experiences involving the implementation of ideas, skills, and strategies learned in prior workshops.

Suggested Topics of Discussion:

1. Presentation of difficult case studies *(covered in 1994 version).*

2. Questions and Concerns *(covered in 1994 version).*

3. Where do we go from here?

**Adolescent Development**

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*References from 1994 Project

# Professional Staff Development
# Workshop Evaluation

Title of Workshop:

Presenter(s):

Date of Workshop:

*Workshop Content:*

1. Was the content useful to you? Why or why not?

2. What was the most important thing you learned?

3. Did any of the content seem inappropriate to you? If so, what?

4. Did the program fulfill your expectations?

*Presenter(s):*

1. What did the presenter(s) do well?

2. What could the presenter(s) do to improve?

Please provide additional comments and/or recommendations (please use the back of this sheet as necessary).

Adapted from the 1994 Project Evaluation Form

FOCUS

FAMILIARIZE BEFORE CLASS

Look for HOT Topics. Get TIPS.

Put the HOT Topics on CARDS.

ORGANIZE FOR CLASS

GET SET for class, prepare to SHARE.

CREATE COLUMNS FOR NOTES

Get ready to take notes.

UNCOVER IMPORTANT INFORMATION IN CLASS

Listen for stuff that CRIES out for attention.

SCRIBE

CHECK out after class.

College of Misericordia



Note: Handout from 1994 Project

HOT TOPICS

HANDOUTS

OUTLINES

TEXTBOOKS (*TIPS*)

TIPS

TITLES

INTRODUCTIONS TO CHAPTERS

PRINT

LARGE, BOLDFACE, ITALICS, ETC.

SUMMARIES

College of Misericordia



Note: Handout from 1994 Project

## Mnemonics for Classroom Learning and Study Skills

### CARD

**C**reate cards by placing hot topics on the fronts.

**A**dd information from lectures and texts to the backs.

**R**earrange the cards into groups as you study.

**D**ig out more information.

### CRIES

Information they have on **C**ards

Information which is **R**epeated

Information which is of **I**nterest to teachers

Information shared after the teacher **E**yes his/her notes

Information the teacher **S**ays is important

Information which **CRIES** out for attention includes the Hot Topics already placed on Cards

College of Misericordia



Note: Handout adapted from 1994 Project

STEPS FOR DESIGNING A MNEMONIC DEVICE

1. FORM A WORD

2. INSERT A LETTER OR LETTERS TO FORM A WORD OR PHRASE.

3. REARRANGE THE LETTERS.

4. SHAPE A SENTENCE.

5. TRY COMBINATIONS.

## Example of Mnemonic Phrase for Mathematical Operations

### ORDER OF OPERATIONS

| PLEASE | EXCUSE | MY | DEAR | AUNT | SALLY |
|---|---|---|---|---|---|
| A | X | U | I | D | U |
| R | P | L | V | D | B |
| A | O | T | I | I | T |
| N | N | I | D | T | R |
| T | E | P | E | I | A |
| H | N | L | | O | C |
| E | T | Y | | N | T |
| S | S | | | | |
| E | | | | | |
| S | | | | | |

College of Misericordia

Note: Handout from 1994 Project

*J5: Parents as Allies in Children's Education*

# Parents as Allies in Children's Education *

"How can I help my children learn to read and write?"

Parents who ask this question can become valuable allies—all we need do is encourage them to take active roles in helping with their children's education. In particular, parents can be especially helpful in conveying to children the idea that there are good reasons for learning to read and write.

The following are some of the ideas my colleagues and I have suggested to parents in our community, ideas that they say have worked well for them and that they have enjoyed using:

**1. Be a role model for reading**

- Let your children see you reading different materials for different reasons and encourage them to do the same.
- Join a book club.
- Give you children books or magazine subscriptions as gifts.
- Visit the library on a regular basis.

**2. Read to your children every day**

- Find a quiet spot.
- Choose interesting material.
- Encourage your children to read to you, to each other and to other members of the family.

**3. Provide opportunities for listening to audio tapes and for watching selected TV programs**

- Encourage your children to listen to recordings by authors or storytellers.
- Make your own recordings of your children's favourite selections.
- Allow your children to select from the program guide appropriate TV programs for viewing. Their viewing time may constitute one full evening a week, or one or two programs each night. Ask for a written schedule showing times, channels and selected programs. (Make it a rule that they have to vary the times and/or channels.)

**4. Provide opportunities for reading**

- Collect simple recipes and allow your children time to do some cooking.
- Always leave lots of notes for your children. Place them on the fridge door or in their lunch boxes. Sometimes it's fun to leave notes about tasks and include promised rewards for tasks that are completed. An example might be: "Please clean your rooms when you get home from school. When you're finished we'll all go out to eat at the shopping centre this evening."
- Play board games that encourage reading or word play.

**5. Be a Role model for writing**

- Allow your children to see you writing every day for different reasons, business and pleasure.
- Be positive. Don't overemphasize errors in your children's grammar, punctuation or spelling.

**6. Provide opportunities for writing**

- Set up a writing corner. Have a good selection of materials available. Vary the paper (lined and unlined) by size, colour, texture and shape.
- Purchase blank books or make your own by sewing pages together. Wallpaper scraps make good covers.
- Encourage your children to share what they've written.
- Encourage your children to proofread what they've written.
- Provide an incentive for your children to write by typing out some of their writings. If possible, allow them to use a typewriter or word processor themselves.
- Encourage your children to keep a special diary for private writing where they can freely express feelings and opinions. Promise them you will respect their privacy.
- Keep a communal journal when travelling as a family so all the members can write about what they see and discover.
- Have your children assist you in writing out grocery lists. If your children come with you when you go shopping, have them check off items as you pick them out.

**7. Encourage the writing of letters**

- Encourage your children to write thank you notes for presents received.
- Encourage your children to write to grandparents and other relatives and friends.

**8. Encourage Creativity**

- Encourage your children to rewrite TV commercials—or make up new ones.
- Encourage your children to perform commercials or plays that they've written.
- Encourage your children to illustrate their writing—start a file of pictures, photos, illustrations and cartoons for your children to use in illustrating their writing. (Such a file can be a great tool in helping to motivate the reluctant writer.)

Above all, let your children know that reading and writing are meaningful activities. It's true that we learn to read and write for practical reasons, but it's also true that reading and writing are tremendous sources of enjoyment.

By Shary Rea, B. Ed. (elementary school teacher, Alberta, Canada). Reprinted by permission.

*Can be used to help motivate adolescent students who have children

Cited in Routman, R., et al., 1994



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# *Appendix L: Questions to Think About in Choosing a Writing Topic*

What do I keep thinking about?
What do I know a lot about?
What do I know how to do really well?
What is important to me?
What do I want to find out more about?
Who or what do I care a lot about?
Who is someone important to me that I want to write about?
What do I like to do?
What was an important time in my life?
If I think back to an earlier time, what do I remember?
What am I worried about?
What am I happy about?
What am I angry about?

Inspired by *Shoptalk* by Donald Murray, pages 79–80. Heinemann, 1990.

Cited in Routman, R., et al., 1994

# *Appendix N: Self-Evaluation Forms*

## *N1: Self-Evaluation: Reading*

Name _____ Grade _____ Date _____

What is your favorite book that you've read?

Why is it your favorite?

How have you changed as a reader?

What do you want to do better as a reader?

Cited in Routman, R., et al., 1994

# *Appendix P: Reading Strategies for Unknown Words*

- Skip the difficult word.
  Read on to end of sentence or paragraph.
  Go back to the beginning of the sentence and try again.
- Read on. Reread inserting the beginning sound of the unknown word.
- Substitute a word that makes sense.
- Look for a known chunk or small word.
  Use finger to cover part of word.
- Read the word using only beginning and ending sounds.
  Read the word without the vowels.
- Look for picture cues.
- Link to prior knowledge.
- Predict and anticipate what could come next.
- Cross check.
  "Does it sound right?"
  "Does it make sense?"
  "Does it look right?"
- Self-correct and self-monitor.
- Write words you can't figure out and need to know on Post-Its.
- Read passage several times for fluency and meaning.

**Use errors as an opportunity to problem solve.**

by Regie Routman

Cited in Routman, R., et al., 1994

## *N2: Self-Evaluation: Journal Writing*

Name _____ Grade _____ Date _____

What is your best journal entry?

Why is it your best?

What are you doing now as a writer that you weren't doing before?

What do you want to do better as a writer?

Cited in Routman, R., et al., 1994

*N4: Self-Evaluation Form for Any Grade or Area*

Name _____

Date _____

Subject _____

| What I can do well | What I find hard |
| --- | --- |
| What I am doing better | What I am going to work on next |

Cited in Routman, R., et al., 1994

## *N5: Ways to Involve Students in Self-Evaluation*

- Interviews/Attitude surveys
- Conferences
- Audiotapes
- Reflection logs
- Editing earlier writing samples
- Noting difficult words and questions when reading
- Rating books
- Self-evaluation forms
  - literature discussion
  - behavior
  - group work
  - academic areas
  - strengths, weaknesses, goal setting
- Making choices
  - books
  - writing topics
  - projects
- Rubrics
- Report cards
- Selecting work for portfolios

Cited in Routman, R., et al., 1994

## *N6: Weekly Self-Evaluation*

### *Weekly Evaluation*

Name _____ Date _____

This week I learned

What was most important to me this week was

I did very well

I am confused about

I want to work on

Student signature _____

Teacher signature _____

Parent signature _____

Cited in Routman, R., et al., 1994

## *N7: A Self-Evaluation Checklist for Teachers*

Am I reading literature aloud to students every day?

Am I providing time and choice daily for students to read and write on self-selected books and topics?

Am I noticing and commenting on what students are doing well and are able to do?

Are students in my class excited about learning?

Am I a happy and effective reading and writing model for my students?

Am I taking the time to demonstrate and not just assigning?

Are my questions allowing for varied responses and interpretations?

Am I equally respectful of all students regardless of culture and background?

Are my expectations high for all students?

Do students know and understand how they will be evaluated or graded?

Are my responses to students, both orally and in writing, specific and helpful?

Am I using the "red pencil" sparingly, or not at all?

Are children in my classroom feeling successful, regardless of their abilities?

Do I provide regular opportunities for students to share and collaborate?

Is the work students are doing meaningful and purposeful?

Am I encouraging students to solve their own problems and take ownership of their learning?

Am I providing opportunities for students to reflect on their progress?

Are my evaluation procedures consistent with my philosophy and my teaching?

Am I communicating effectively with parents and administrators?

Cited in Routman, R., et al., 1994

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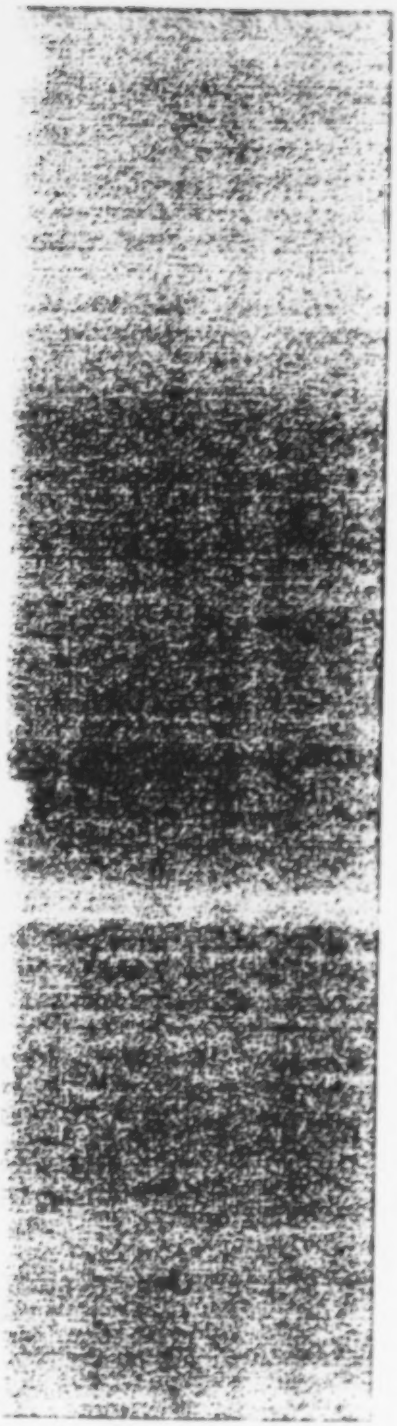

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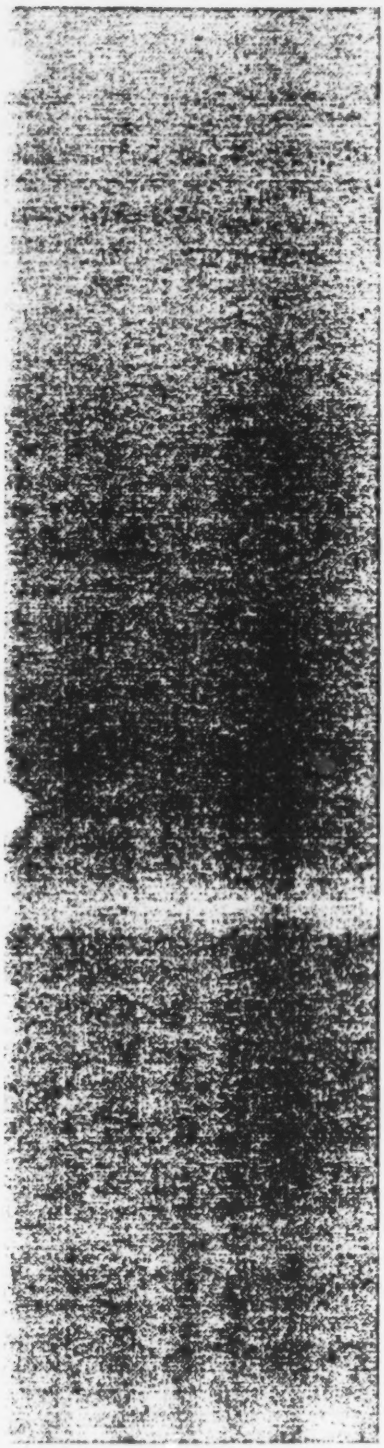

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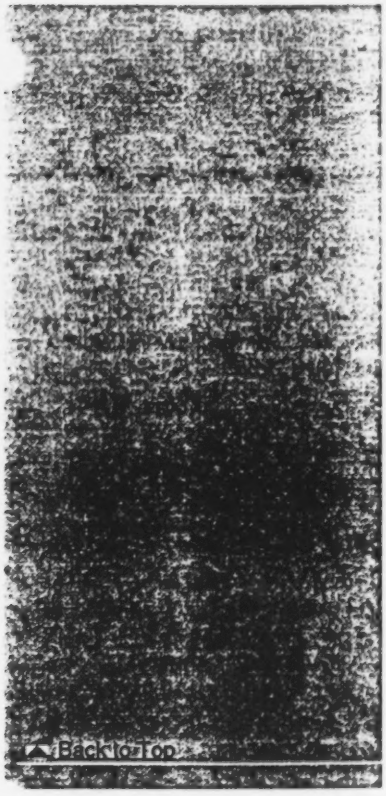


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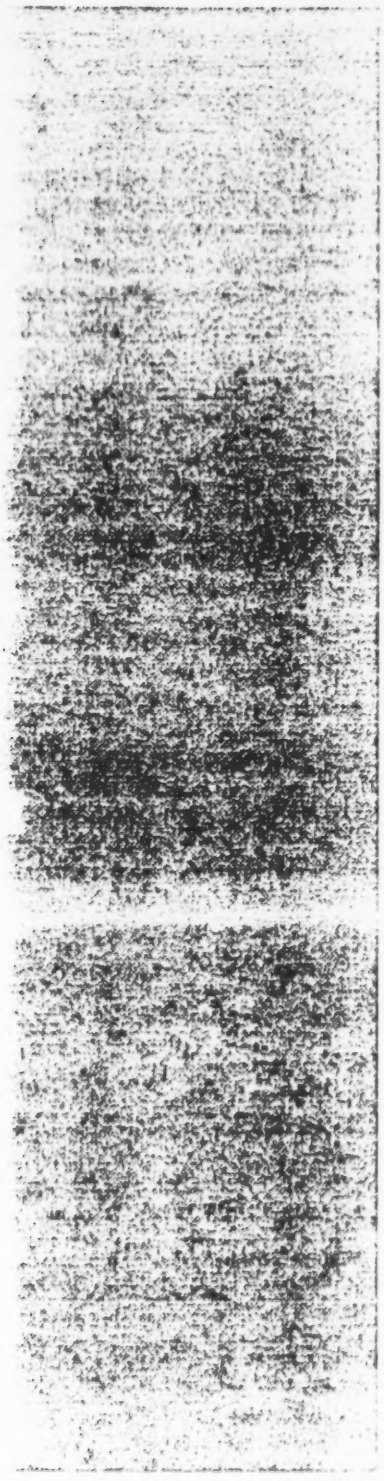

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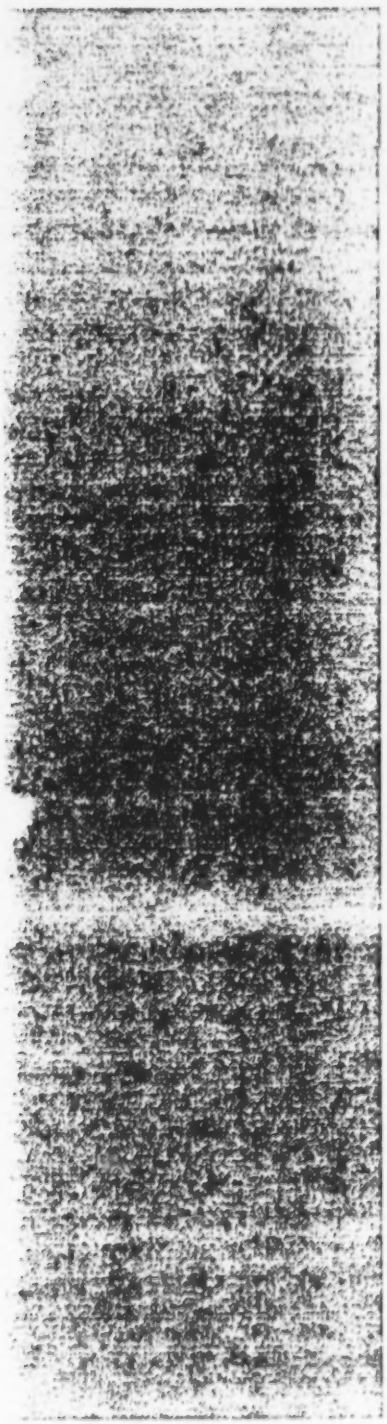

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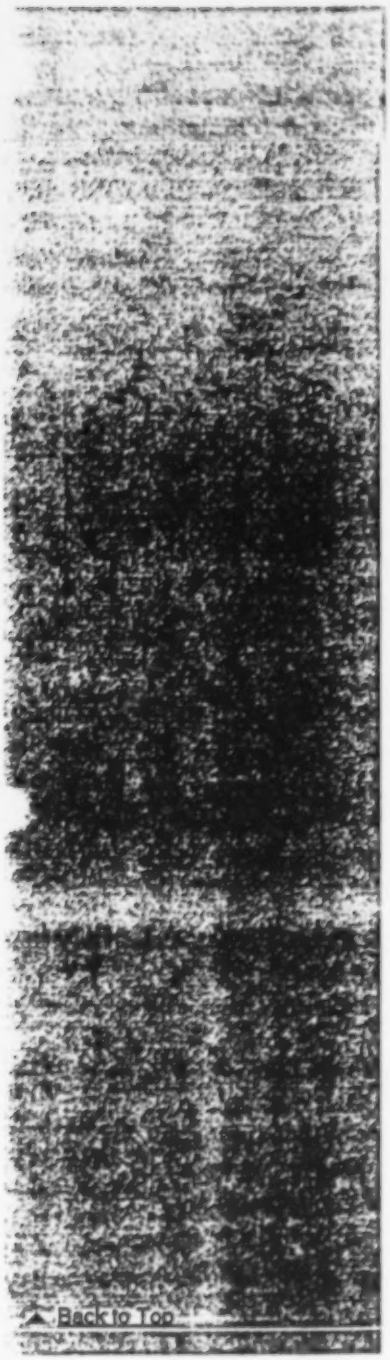


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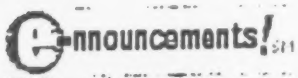


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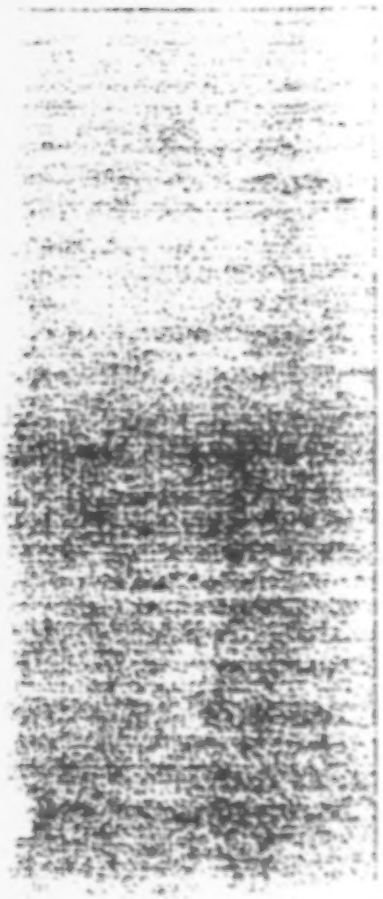

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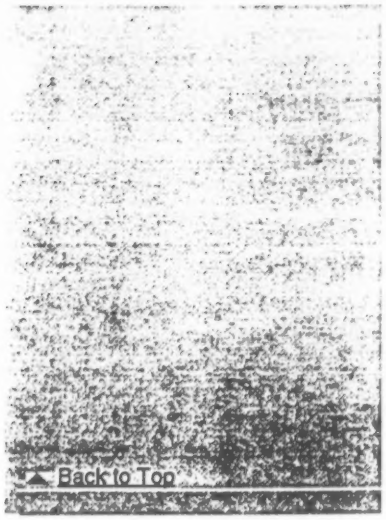


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